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College and University Business

JULY 1954: Principles of Alumni Fund Organization ★ Uniform Accounting Study ★ Developing Management Creativity ★ Basic Campus Planning Technics ★ Colleges Face Public Liability Hazards

College and University Business

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Vol. 17, No. 1, July 1954

FOR BUSINESS OFFICIALS OF COLLEGES, UNIVERSITIES & RESIDENT ACADEMIES

JULY 1954

FEATURE ARTICLES

Among the Authors

Allen P. Lovejoy

ALLEN P. LOVEJOY, controller of Pacific School of Religion, Berkeley, Calif., reports on page 28 regarding an office device that has aided considerably in improving the recording of business office data. Mr. Lovejoy has been in his present position since 1951, and prior to that time had been field treasurer of the United Board for Christian Colleges in Shanghai and later was branch treasurer for the Methodist Foreign Mission Board in China. Earlier he had been an assistant director of the Church World Service Center in New York State and prior to World War II had served as manager of a co-op food store in Hartford, Conn. While doing graduate work at the University of Wisconsin in 1936, he worked at the college as interviewer and placement officer.

Irwin K. French

IRWIN K. FRENCH, business manager of Wellesley College and president of the National Federation of College and University Business Officers Associations, reports in considerable detail on page 31 the recently launched project of the federation on uniform cost accounting records. Ike, as he is known among his associates, served from 1930 to 1942 as business manager of Babson Institute of Business Administration, and from 1942 to 1944 was contracting officer of the army specialized training program in the First Service Command in Boston. Following that he was business manager of Middlebury College; he was named business manager of Wellesley College in 1952. Mr. French is secretary-treasurer of the Eastern Association of College and University Business Officers, is a past president of Middlebury Rotary Club, and is a former member of the editorial advisory board of COLLEGE AND UNIVERSITY BUSINESS.

Prescott H. Vose

PRESCOTT H. VOSE, controller of the University of Maine, presents on page 33 the results of a study of money raising practices in land-grant colleges and universities. Before joining the university staff in 1950, Mr. Vose was purchasing agent of Harvard University. During World War II, he worked for the federal government; prior to that time he had been in the steel business and banking. He is active in civic affairs, boy scout work, and Rotary projects. He is very proud of a daughter who is now a sophomore at Wellesley College.

Edward Pryce

EDWARD PRYCE, landscape architect at Tuskegee Institute, has outlined on page 37 the essential factors in a campus planning program. His suggestions have resulted from practical experience and graduate work in the field. He graduated from Tuskegee Institute in 1937 and worked first as an estate gardener and later for the Los Angeles city parks. He received a bachelor's degree in landscape architecture from Ohio State University in 1948 and has since been head of the department of ornamental horticulture, supervisor of grounds, and campus landscape architect at Tuskegee. He earned his master of science degree at the University of California in 1952.

Questions and Answers

Insurance Protection

Question: What type of insurance protection should a college carry to cover situations in which it becomes necessary for staff or students to use their private cars on college business?—P.A., Ill.

ANSWER: Assuming that the college carries a public liability policy, most insurance companies will issue a rider or policy endorsement covering the additional hazard of claims arising from the use of student or employe automobiles for college business. The additional premium is well worth the increased protection.

The entire insurance program of the college should be subjected periodically to an insurance audit by a competent expert in this field, to detect uninsured hazards and overlapping protection as well as rate inequities.—T. E. BLACKWELL, *vice chancellor, Washington University.*

Controlling Purchases

Question: Is there any way in which a college purchasing department can exercise greater control over purchases made by the department of physical education? To many of us, it appears to be an empire in itself! —R.F., Calif.

ANSWER No. 1: The purchasing department must work for and earn the respect and cooperation of the department of physical education. This can be done in several ways: Have a genuine interest in the aims and interests of the department; demonstrate the ability of the purchasing department to maintain quality and effect savings in purchases; be sure that the responsible persons in the physical education department are fully informed as to the school and purchasing department policies as they pertain to purchasing; follow up on this firmly but fairly to satisfy yourself that these policies are being respected. Please be most cautious in dissolving the "empire" in the department of physical education that you don't build an "empire" of the purchasing department.—NELSON WAHLSTROM, *controller, University of Washington.*

ANSWER No. 2: Probably the most important thing in procurement procedure is the establishment of a clear line of authority. It must be understood that the purchasing department has the authority to make all purchases. Second, the purchasing department must be willing to assume such authority and demonstrate that it has the ability to produce the desired results. The backing of the president or chief business officer should be assured in advance as a matter of policy.

The next step is to obtain the confidence of the physical education director. This may be done directly with him, if he'll work with the purchasing agent, or piecemeal by working with other members of his staff until the good job the purchasing agent is doing gets to his attention.

It seems to me that one must know (1) what the requirements of the department are; (2) what equipment and supplies are now being used; (3) why a particular item is used; (4) how long each item lasts; (5) what the inventory is, and how it is cared for.

Also, the purchasing department will need to know (1) sources of supply (through visits to factories to learn the shortcomings or strong features of manufacturers); (2) what other schools need, and why; (3) the dates on which items are required far enough in advance to avoid rush or emergency orders; (4) basic materials, and the advantages and disadvantages of each; (5) safety features of equipment.

The purchasing department can suggest, perhaps, (1) the purchase of better quality uniforms that can be passed down from team to team or from class to class; (2) better inventory control to avoid losses from theft or improper storage; (3) a simple means of handling new stock and of marking items, also issues and receipt or exchange of dirty, worn or salvage material; (4) the proper towels, socks, T-shirts to buy, or a way of dyeing or marking them to reduce theft.

If these rules are followed, there should be a considerable budgetary saving which, in itself, is sufficient justification for routing athletic or physical education purchasing through the purchasing department.—JOHN JORDAN Jr., *manager of purchases, Cornell University.*

If you have a question on business or departmental administration that you would like to have answered, send your query to COLLEGE and UNIVERSITY BUSINESS, 919 North Michigan Avenue, Chicago 11, Ill.

Facilities in Dormitories

Question: To what extent should special facilities such as lounges, recreation rooms, and snack bars be available in projected college residence halls when they are available in a union building previously in operation?—J.S., Wis.

ANSWER: In our opinion college residence halls should be provided with special facilities such as lounges, recreation rooms, and snack bars to the extent that these public areas will be for the relatively exclusive use of the residents of the building and their guests. This assumes that facilities of a similar and presumably larger nature are available in the union building previously in operation, and that this union building is the center of student extracurricular activity.

From a practical point of view, many of the residence halls presently under consruction are being built without public areas because of the high cost of construction and the necessity for erecting the buildings at as low a cost as possible in order to amortize the debt incurred by borrowing money for such a purpose.

If adequate funds are available, however, we believe that to the extent the residence halls become the students' home away from home, so should these residence halls have lounge and other recreational areas that will provide the residents with a place in which to spend some of their leisure time.—JOSEPH P. NYE, *director of dormitories, Columbia University.*

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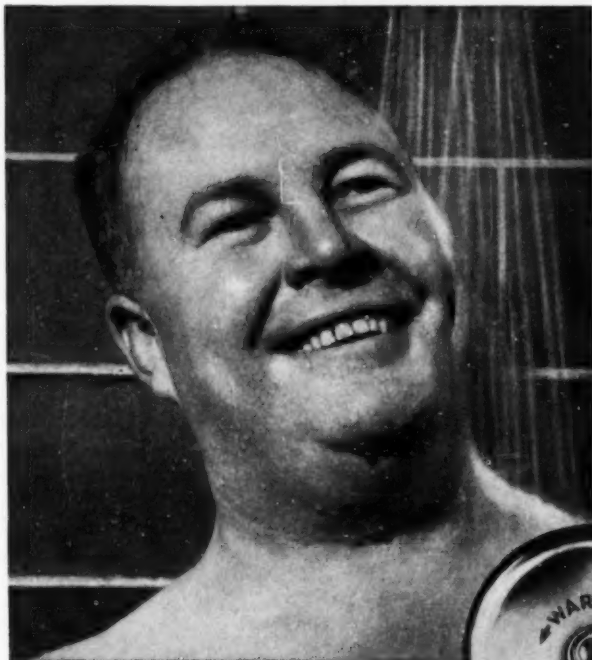

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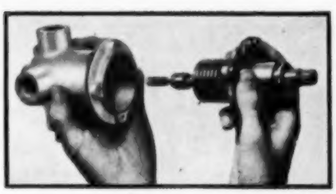

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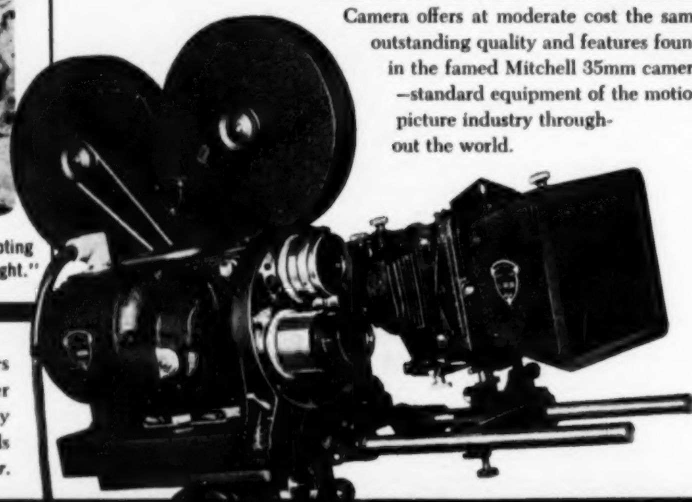

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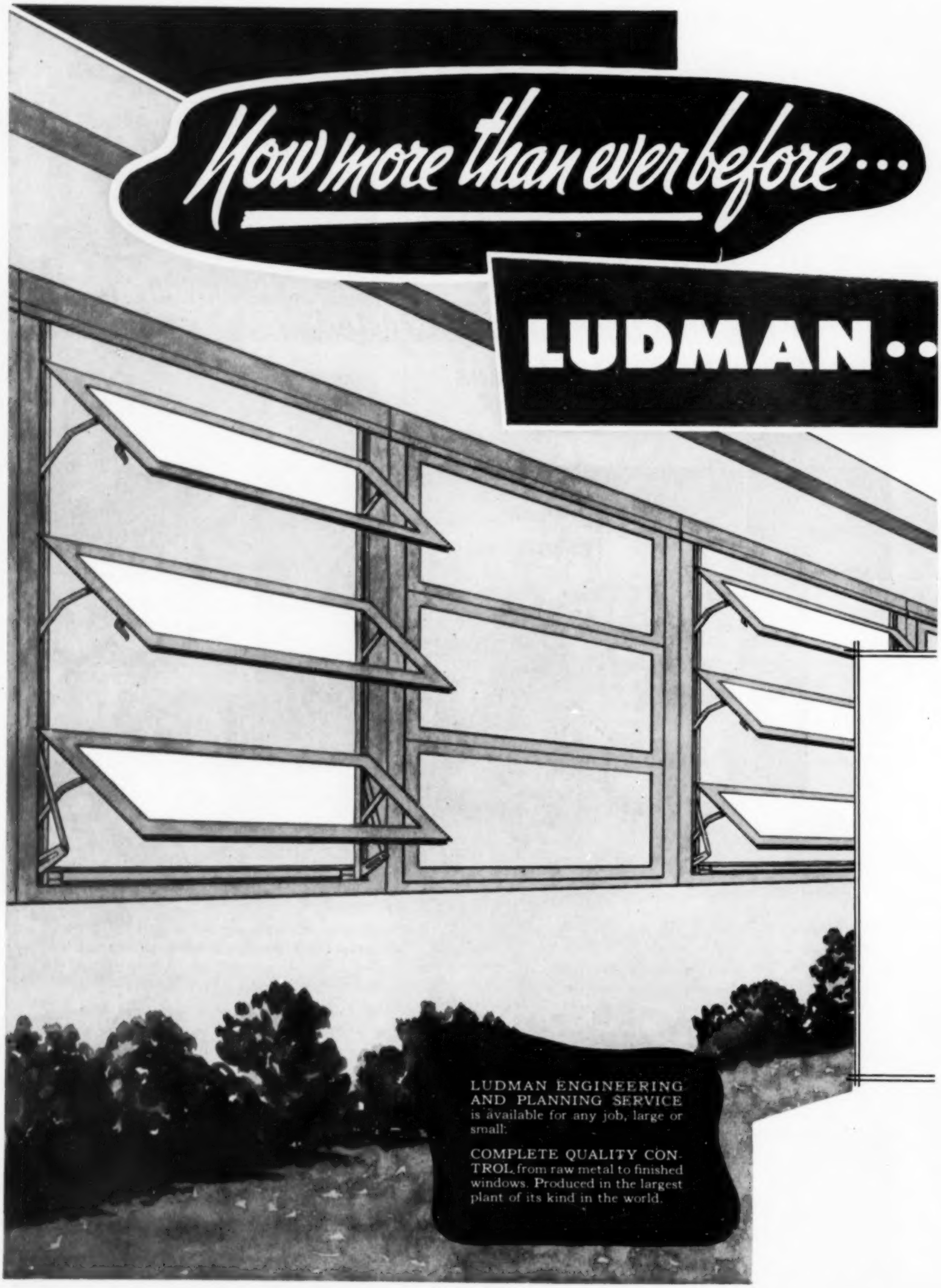

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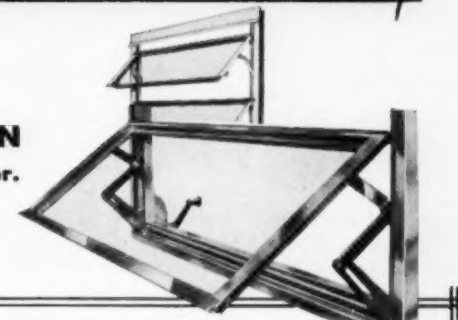

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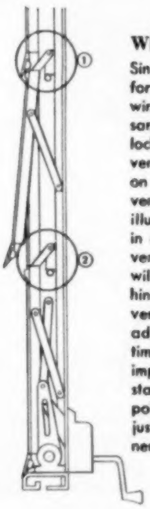
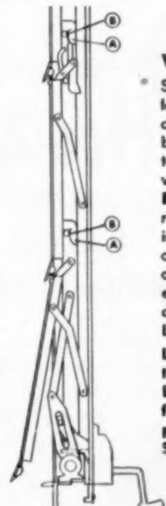


***Other* Awning Type Windows with Torque Bar**

Since it is virtually impossible for all vents in most awning type windows to be brought in at the same time, where there are no locking devices pulling in the vents, pressure must be exerted on the hinge points of those vents (see 1 and 2 on adjacent illustration) that are closed first in order to bring in the other vents. This excessive pressure will cause wear and tear on the hinge points and will throw the vents out of alignment. Minor adjustments can be made a few times, but ultimately it will be impossible because of the constant pressure on the hinge points and the limits of the adjustments to secure a permanent type closure.



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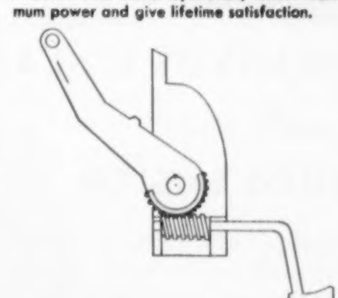

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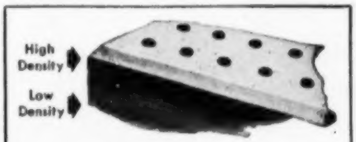

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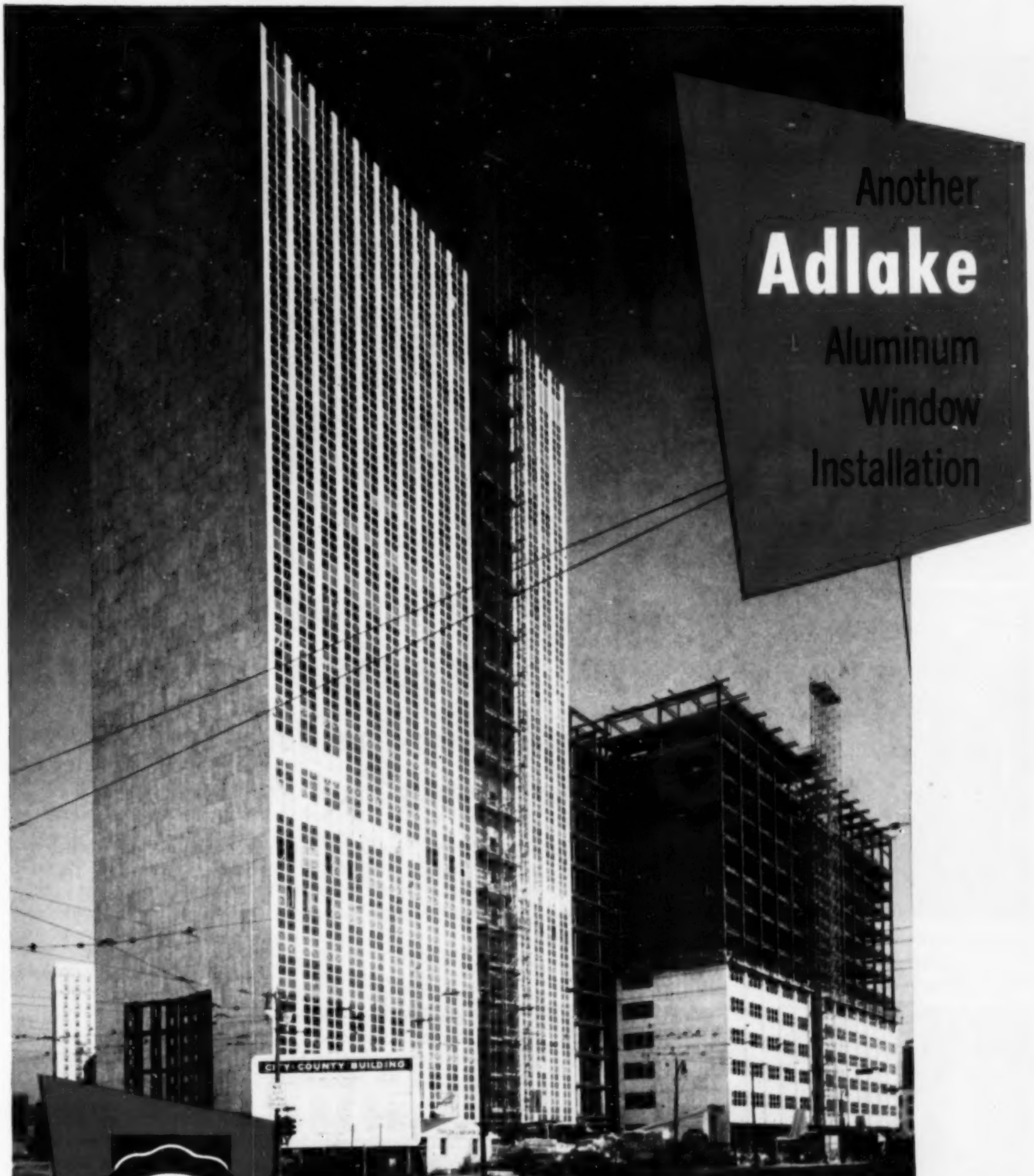

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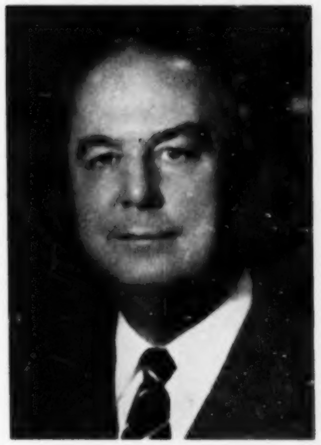
GUEST EDITORIAL

Let's Beware of Both Communists and Ultra-Conservatives



RICHARD LANSING CONOLLY, Adm. (Ret.) U.S.N.
President, Long Island University, Brooklyn, N.Y.

DURING THE PAST DECADE HIGHER EDUCATION HAS received some criticism for its alleged complaisance as to subversive influences from within. There is irrefutable evidence that in the past there has been some degree of penetration and that some of our most respected institutions have harbored disloyal citizens both in the faculty and in the student body. That the students who succumbed to this influence have been so relatively few in number is a credit to the fundamental virtues and toughness of mind of our youth.

Regarding the present situation, Dr Henry M. Wriston, president of Brown University, tells us that the Communists are not having much success in penetrating our colleges, but he warns, "It is not conceivable that they would overlook anything as vitally important as education." We must be vigilant and alert. The board of regents of the state of New York and the board of education of the city of New York have both taken an unequivocal stand in this matter. They have clarified the whole issue and placed it in its proper context and perspective.

While I do not intend to belabor this subject, I would like to mention in passing those in education who have found it expedient or believe it necessary to take refuge in the Fifth Amendment or who have unjustifiably sought cover and protection from the cause of academic freedom. Here I want to speak as a citizen, which I was even on active duty in the navy. Then, expression of my views on controversial matters having a political impact could not be freely expressed with propriety. I am too recently come to academic life to speak as an educator. Yet my convictions about loyalty, which I formed as a citizen and an officer over a period of years, are not likely to change in any environment. Where loyalty to one's country is involved, I believe that those who are engaged in the education of our youth should be above suspicion and reproach.

In the final analysis, the public supports education. It has the right to be satisfied that our educators are alive to the dangers in Communist doctrines and to the threat of infiltration of our schools and colleges. We who are entrusted with the responsibility of ensuring that our students are not to become the victims of subversive activities and that our educational institutions will not become breeding places for disloyalty should not deprecate this threat or hold ourselves aloof and disdainful.

It has seemed to me that those educators who take refuge in the Fifth Amendment when interrogated under oath by a legally constituted governmental body, while not necessarily proved to be Communist or subversive, are certainly not protecting academic freedom. I see no connection whatever. It would indicate to me rather a well grounded suspicion of the presence in the life of the witness of some sort of subversive or disloyal activity. Either he is a Communist, or he is a perjuror, or he is arrogantly defying duly constituted authority, or he is shielding someone from the workings of our established democratic governmental processes, or for purposes of his own he is seeking self-imposed martyrdom. His action and his attitude indicate that he is not a good citizen and, to my mind, that he is an undesirable member of a faculty of a college or a university either as an example or as a mentor to our youth. The same would apply to questioning by college authorities relative to prospective employment as a teacher.

However, let us beware of that ultra-conservative who believes everyone who does not agree with him is a Communist, just as we should beware of that ultra-liberal who similarly believes all who disagree with him are Fascists.

We have heard much about an informed public opinion. However, we must also have an educated public that can exercise selectivity and judgment in dealing with the mass of information that is hurled at it by the press, the radio, and the television programs. We want it to be able to form its own judgments, not accept blindly those predigested by commentators, office-seekers or governmental agencies.

Looking Forward

Supreme Court Decision

THE UNANIMOUS DECISION OF THE UNITED STATES Supreme Court on May 17 in which it ruled segregated education unconstitutional was long overdue. It is difficult to understand how a nation that calls itself Christian should have taken such a long time to correct a wrong.

It will not be easy to make the many adjustments that the court decision makes imperative. However, with genuine concern for justice and with a patient understanding of conflicting points of view, the job can be done without undue friction and delay through joint deliberations of Negroes and whites.

Federation Pilot Study

A GRANT TO THE NATIONAL FEDERATION OF College and University Business Officers Associations by the Fund for the Advancement of Education has made possible a pilot study of the financial operations of approximately sixty liberal arts colleges in the United States. The grant has a manifold significance; not only does it recognize that the federation is the proper vehicle for initiating such a study, but it recognizes the vital necessity of developing uniform accounting principles that will contribute toward a better understanding of comparative costs among institutions.

One value of the pilot study should be the crystallization of technics that will have uniform application. The principles of recommended accounting procedures were well established by publication of the book "Financial Reports for Colleges and Universities" in 1935. Seventeen years later, Volume I of "College and University Business Administration" served to amplify and refine those basic principles and included material dealing with several fields of financial administration not covered in the earlier volume.

What has been needed has been the development of a project that would dramatize and make imperative the application of these principles to day-by-day accounting practice in college business offices. It is hoped that the pilot study on the development of uniform accounting practice now under the auspices of the federation will merit serious attention. The federation has demonstrated a genuine concern in improving college business administration, and, if properly handled, the pilot study should result in real improvement in the technics of fiscal administration in higher education.

Fortunately, through the good offices of the Fund for the Advancement of Education and the management consulting firm of Cresap, McCormick & Paget, the study has not been limited to regional experience, as was originally contemplated. Furthermore, cooperation with the Big Ten-California cost study program will save many weeks or months in working out specific details. This broad national aspect of the study should result in the development of data and recommended practices that should be as nearly universal in institutional application as one could hope to develop by means of a study.

College administrators should not expect the federation's pilot study to blueprint a pattern for all their needs in this field. The best that can be hoped is that it will improve fiscal administration and that, in the words of Irwin K. French, president of the National Federation of College and University Business Officers Associations, it "will not write 'finis' to the study but that the study results will be utilized generally by institutions of higher learning."

The objective of the federation's pilot study merits commendation; its successful fulfillment depends on the college administrators themselves.

Another Birthday

THIS ISSUE MARKS THE BEGINNING OF THE NINTH year for COLLEGE AND UNIVERSITY BUSINESS. Anniversary celebrations sometimes indicate merely that the celebrant has been successful in survival. To us the real significance of this eighth birthday lies in the apparent effectiveness of the service rendered during the last 12 months and the desire for more effective performance in the year ahead. It is our hope that on the basis of such criteria the readers of COLLEGE AND UNIVERSITY BUSINESS may continue to find the magazine a significant aid in enhancing their professional competence.

Group ideation is one of the best means of stepping up creativity.

CREATIVITY, management's missing link

ALEX F. OSBORN
Author, Applied Imagination

ACADEMIC LEADERS LONG HAVE lamented a basic flaw in education, a lack that Dr. Oliver Carmichael has termed "a missing link"—a link that can be found in the field of creative imagination. "The neglect of this subject is appalling." In those very words, Dr. J. P. Guilford, as president of the American Psychological Association, condemned this shortcoming of education.

Through suggestion systems and other measures, American business has been showing an ever greater recognition of the value of ideation. Yet, most companies still fail to lend sufficient encouragement to creative thinking; even more companies still fail to utilize the methods by which they could capitalize far more on the creative potential of their executives. These shortcomings may well be a "missing link" in management.

In the long run, this problem of American business will solve itself to some extent, if and when education includes an indoctrination in creative imagination, as M.I.T. and some other institutions have started to do. But, even now, any company can do much to step up its ideative power by adopting some of the procedures that not only are psychologically sound but are eminently workable.

Although I feel that top executives are too preoccupied to become students of thinking processes, second line executives are not only receptive to, but eager for, training in creative thinking. My firsthand experience with actual courses in this subject has convinced me that creativity can be taught within the walls of business enterprises, as well as in the halls of learning.

PRINCIPLES OF CREATIVE THINKING

The creative process is necessarily a catch-as-catch-can procedure that never can be exact enough to rate as scientific. The most that can be said about its methodology is that it usually includes some, or all, of these steps: (1) *orientation*, picking out and pointing up the problem; (2) *preparation*, gathering material relevant to the problem; (3) *analysis*, breaking down the relevant material; (4) *hypothesis*, piling up alternatives, by way of tentative ideas; (5) *incubation*, letting up, in order to invite illumination; (6) *synthesis*, putting the pieces together; (7) *verification*, judging the resultant ideas.

In actual practice, we can follow no such one-two-three sequence. We may start our guessing even while preparing. Our analysis may lead us straight to solution. After incubation, we may again go digging for facts which, at the start, we did not know we needed. Of course, we might bring verification to bear on our hypotheses, thus to cull our "wild stabs" and proceed with only the likeliest.

Since the solution of a creative problem often will depend on how we set our sights, orientation is of vital importance. We must pick our problem, and then must point it up. Clarification not only throws light on the target, but helps to put it in perspective.

It also pays to split a problem into its components. For example, if we

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From a paper presented at the Society for the Advancement of Management conference, New York, October 1953.

were that famous mousetrap maker, we would be wise to set up specific targets such as: "How can I make it better looking? Cheaper? Easier to use? Safer for the housewife? Lighter in weight?" If we happened to have a research staff, we might well assign one of these aims to each man. That would certainly get us further faster than if we said to all of them: "Gentlemen, I want the world to beat a path to my door. Make me a better mousetrap. Go to it!"

To my mind, the thinking up of enough hypotheses is all-important. The more tentative ideas we pile up, the more likely we are to reach our creative goal. Therefore, quantity should be the order of the day when it comes to hypotheses.

It is almost axiomatic that, in ideation, quantity breeds quality. One proof of this truth is the fact that copious variation is the basic principle of scientific experimentation.

JUDGMENT

The most profound study of creativity ever undertaken is the federally financed project that has been conducted for the last four years at the University of Southern California under the direction of Dr. J. P. Guilford. In a recent summary of findings, Dr. Guilford concluded:

"Like most behavior, creativity probably represents to some extent many learned skills. There may be limitations set on these skills by heredity, but I am convinced that, through learning, one can extend the skills within those limitations. The least we can do is to remove the blocks that are often in the way."

One of these blocks to which Dr. Guilford referred is unawareness of the fact that everyone is gifted with creative potential. Other blocks include lack of understanding of how creativity works and failure to realize that all of us can do much to make ourselves more creative.

The arch enemy of creativity is excessive pride in judicial judgment. The executive who boasts that his feet are always on the ground had better watch his step.

Our thinking functions are mainly twofold: (1) judicial thinking, which analyzes, compares, chooses; (2) creative thinking, which visualizes, foresees and generates ideas. The former calls for a negative attitude; the latter calls for a positive attitude. The former calls for keeping the feet on the ground. The latter calls for using imaginative wings.

The fact that moods won't mix largely explains why the judicial and the creative tend to clash. Unless properly coordinated, each can mar the working of the other. Therefore, in creative effort, we have to be a Jekyll-and-Hyde. From time to time, we must turn off our judicial mind and light up our creative mind. And we must wait long enough before turning up our judicial light again. Otherwise, premature judgment may douse our creative flames, and even wash away ideas already generated.

SELF-DISCOURAGEMENT

My experience as a creative coach has impressed me with the way so many of us undermine our creativity by self-discouragement. To combat this we should remember that most of the world's truly great ideas were laughed at when first suggested. The fear of "looking foolish" has stood in the way of many whom I have tried to coach. I have reasoned with them: "Which is worse—to look foolish to others or to look foolish to yourself? Some may think that some of your ideas are half-baked, but what could be sillier than for you to let that stop you from trying to make the most of your mind?" I remind them that Dr. James B. Conant kept in his office at Harvard University, when he was president of that institution, a drawing of a turtle, with this motto: "Behold the turtle. He makes progress only when his neck is out." Then, too, timidity tends to abort ideas, tends to stop us too soon after we get started on a creative project.

DRIVE

Too many executives are good catchers but can't pitch. The reason they can't pitch is not that they lack creative talent but that they lack creative effort. Although they may think that they can't dish up ideas, they could if they tried, and if they were properly coached and coaxed.

DISCOURAGEMENT BY OTHERS

In almost every operating process, efficiency depends on empowerment. By the same token, empowerment plays an important part in creative efficacy. Even the seemingly automatic power of association of ideas is largely the by-product of the energy we generate, just as physical momentum is the result of force previously applied.

In business organizations our creative energy depends not only upon ourselves but upon the attitude of our associates. What if we worked in an industrial organization where certain big-shots habitually walked through the plant throwing sand in the gears or pouring cold water on the furnace fires? That sounds preposterous. Yet, many executives actually do comparable damage to an organization's creative thinking by stepping on brain-children before they are hardly out of the womb. It is probably true that more ideas have been kidded or gloomed to death than have died of their own demerit.

One reason why premature discouragement tends to abort ideation is that our main source of creative energy is in our feeling. Repression is likewise a block to creative efficacy. Democracy provides the healthiest climate for creativity. Fortunately, in America, creative minds are not paralyzed by fear of what their political beliefs might bring down upon their houses.

As we train ourselves in creativity, and as we practice it more and more in more different ways, we acquire a habit, a pleasurable habit of creative effort. In the long run, this habit provides us with our maximum empowerment.

DEVICES FOR CREATIVITY

As in any other art, creativity can be implemented by certain technics or, rather, knacks—tactics we can use to prime imagination and increase its flow.

The basic device is to make a start.

Another simple but effective aid to imaginative effort is to make notes. This helps to furnish fuel for imagination and tends to empower association. Note-taking, of itself, induces the spirit of effort on which creativity thrives.

In the dark hours when our army first landed in North Africa, a great help was the series of emergency landing fields which our men were able to set up almost overnight. These were the brain-child of Walter E. Irving. When I asked him how, when and where he got his best ideas, he paid tribute to pencils as creative crowbars, and to beds as creative cradles.

"The bed, the bedside pad and pencil," said Mr. Irving, "are great aids to ideas. Only last night I scrawled over four sheets of paper in the pitch dark. But my notes were easily deciphered this morning, and they con-

tain possible solutions to a current problem."

The use of check lists is another device. A Sears Roebuck catalog, for instance, might serve as a creative handbook for those engaged in product design.

And then there are grab bags, like the one used by Clement Kieffer, the winner of more prizes for window display ideas than any man. With 33 windows to fill each week, he has to think up at least seven new ideas every day. For his check list he uses a big box, into which he has thrown 3000 idea starters in the form of clippings and other printed matter, together with notes and sketches he has dashed off himself. He finds this grab bag to be his best idea primer.

Another device to spur imaginative effort is to set a deadline—even to thrust one upon ourselves—to the point of issuing an I.O.U., by promising to come up with some new ideas at an appointed time. When we fix such deadlines, we intensify our emotional power with a fear of falling down. A corollary device is to set a quota of a minimum number of ideas to be thought up.

We can likewise make dates with ourselves for creative concentration. Since the days of Thoreau, a favorite way to hunt ideas has been to take a hike. Dr. Chauncey Guy Suits, head of General Electric research, gets some of his best ideas in bed, while flying from plant to plant, or "while staring out of a Pullman window." A. J. Musselman gave birth to his coaster-brake idea while speeding down a Rocky Mountain steep—not in a limousine, but on a runaway bicycle.

A hot tub often induces ideas. Shaving and creative thinking proverbially go together. One reason for this is that most minds are more creative in the earlier hours of the day. As Erasmus said, "The muses love the morning."

THE QUESTION TECHNIC

The question technic is probably the most effective aid to ideation. In practical problem solving we can give conscious guidance to our creative thinking by quizzing ourselves. The U.S. Army has successfully applied this method both to judicial and to creative cogitation. In my new textbook I list about 70 types of self-interrogation that can lead the way to ideas. Such a list has been found useful for priming mental pumps.

GROUP IDEATION

The best means I have hit upon for stepping up creativity in business is through group ideation. It was in 1939 when I first organized this type of creative thinking in our company. The early participants dubbed our efforts "brainstorming," and aptly so. Be-

cause, in this case, "brainstorming" means using the brain to storm a creative problem—and to do so in commando fashion, with each stormer audaciously attacking the same objective.

Hundreds of such brainstorm sessions have been held in our offices from coast to coast, and nearly all have been highly productive. Our few fiascoes have been mainly due to failure of leadership. For example, if a panel chairman acts omniscient, he makes his more timid members afraid to open their mouths. Then, too, when he allows criticism to creep into the proceedings, he likewise courts failure.

One reason why group brainstorming can be highly productive is that the power of association is a two-way current. When a panel member spouts an idea, he almost automatically stirs his own imagination toward another idea. At the same time, his ideas stimulate the associative power of all the others.

Social facilitation is one of the few principles of creativity that have been proved by scientific experiments. Tests have demonstrated that "free associations" on the part of adults are from 65 to 93 per cent more numerous in group activity than when working alone.

Another explanation of the productivity of group brainstorming is the stimulative effect of rivalry. As early as 1897, psychological experiments indicated the power of pace-making. Later psychologists have proved that competition will increase accomplishment in mental work, by adults or children, by 50 per cent or more.

Idea producing conferences are relatively fruitless unless certain rules are faithfully followed, especially the rule that no judicial judgment shall be exercised during the session, that all criticism of ideas must be withheld until later.

As to which subjects lend themselves best to joint brainstorming, the first rule is that the problem should be specific rather than general; it should be narrowed down so that the panel members can shoot their ideas at a single target. It is well if a subject is familiar as well as simple and talkable.

The quantitative results of joint ideation are beyond question. One of our groups held seven brainstorm sessions within a single month. One meeting developed 45 suggestions for a home appliance client; another turned up 56 ideas for a money raising campaign; another produced 124 ideas on how to sell more blankets. For another client we organized 150 of our people into 15 separate groups to brainstorm one and the same problem. This multiple activity turned out over 800 ideas, 177 of which were chosen for submission in the form of concrete suggestions.

A group of engineers from a single company took one of our pilot courses in creativity at the University of Buffalo. Later these scientists put to test the productivity of group *versus* individual ideation. The problem selected was what additional use could be made of certain manufacturing equipment that was not being employed to capacity. Twenty engineers were divided into two groups. One section jointly applied creative thinking to the problem, while those in the other section individually thought up suggestions—without benefit of group discussion. When scientifically assayed, the findings showed that the group method had been 44 per cent more productive than had the solo method.

CONCLUSION

For more than 15 years General Electric has conducted a two-year course in creativity for graduate engineers. "The results have been amazing," according to Mr. Suits. "One young man has produced 13 patentable ideas. Others have doubled their creative output." This corporation has done far more than all educational institutions to prove that men and women can be trained to be more creative.

Revealing facts about

The Business Manager

his title, tenure and prior occupation

MILTON E. JOHNSON
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JUST WHAT TO CALL ONE'S SPOUSE'S mother and father often is a $64 question in many households. What title to give the new fiscal officer is, similarly, a perplexing problem for many college and university boards of trustees.

In order to study this problem of title (and two other loosely related characteristics) of certain business officers, I made a summary of the information furnished by the enrollees at the 1953 Workshop in College Business Management at the University of Omaha. The specific areas studied were represented by the following questions, which each enrollee answered on the attendance roster:

1. Title? ....
2. If you are in college administration, for how many years? ....
3. What was your business or profession prior to college administration? ....

To ensure as complete and accurate coverage of the group as possible the attendance roster cards were checked against the workshop student directory, which contained a total of 137 names. This list included every student who had made an advance registration.

With the aid of a follow-up questionnaire, usable information was received from 115 of the 121 enrollees who completed their registration and attended the workshop. Table 1 gives the breakdown of the replies.

As shown by Table 2, a sizable majority of the students were attending the workshop for the first time, even though this was the fourth one held at the University of Omaha. The three earlier sessions of the workshops were held in the three preceding summers.

That the group was fairly representative is illustrated by Table 3. The enrollees came from 30 of the 48 states and from the District of Columbia. The only region not represented was the New England states. As would be expected, the majority of the students came from the North Central area. Nebraska led with 20 students but was followed closely by Illinois with 17 enrollees.

TITLE

It seems strange that there should be such a wide range of titles for officers who must naturally do similar tasks. All the various duties to be performed in the business office of every college and university have a common purpose, namely, to facilitate the educational program of the institution. After interviewing 12 selected chief college business officers while doing preliminary work on his dissertation, Dr. Richard W. Sitzer stated that "while little difference existed in the type of duties performed by these officers, they were known by a varied number of titles."[1] In Table 9 he shows that the 123 chief business officers canvassed by

[1] Sitzer, Richard W.: Duties and Functions of the College Business Officer. (Ph.D. Thesis, George Peabody College for Teachers) 1951. p. 51.

Table 1—Title, Tenure and Prior Occupation

Status	Frequency
Completed questionnaires	115
Registrations not completed	16
No replies	6
TOTAL	137

Table 2—Classification of Workshop Students According to Years of Attendance

No. of Years Attended	No. of Students
1	71
2	32
3	5
4	7
TOTAL (completed questionnaires)	115

Table 3—Geographical Distribution of Enrollees

Regions and States	Frequency By States	Frequency By Regions
New England:		0
Middle Atlantic:		5
New York	2	
Pennsylvania	1	
Delaware	2	
Southern States:		17
Virginia	2	
North Carolina	1	
Tennessee	1	
Georgia	1	
Alabama	1	
Arkansas	3	
Oklahoma	2	
Texas	6	
North Central States:		76
North Dakota	3	
Nebraska	20	
Kansas	3	
Minnesota	4	
Iowa	6	
Missouri	6	
Wisconsin	3	
Illinois	17	
Michigan	4	
Indiana	5	
Ohio	4	
Kentucky	1	
Western States:		15
Washington	1	
Oregon	1	
Idaho	1	
Montana	1	
California	5	
Colorado	2	
New Mexico	4	
Washington, D.C.		2
TOTAL		115

his study were known by 25 different titles.[2]

The situation had not changed much during the last decade. In 1944, Dr. John Dale Russell summarized the findings of that time in this paragraph from his textbook:

"The title given to the officer in charge of business activities in colleges and universities varies widely among institutions. Reeves and his associates found at least 10 different titles in use in 35 Methodist colleges of liberal arts. Webb found five different titles in 16 teachers colleges. Patridge found seven different titles in 30 colleges of liberal arts. Sensing found 26 different titles for the business officer in 1924 teachers colleges. Godwin reported 61 different titles in 706 colleges on the mailing list of the Financial Advisory Service of the American Council of Education."[3]

In the present study 112 individuals responded by giving their titles. When these were tabulated it was found that there were 48 different titles used by this group. Admittedly, some of the differences were minor ones. One enrollee was assistant bursar while another was assistant to the bursar. Similarly, some were assistant business managers and others assistants to the business manager. In the case of controller and comptroller, I regarded this as the same class in spite of the difference in spelling.

Table 4 gives the frequency of occurrence for each of the 48 different titles. Interestingly, almost half (48.8 per cent) of the people used the title business manager, either by itself or in combination with some other title. This may prove one of two things: either that the title is the most commonly used or that these officers were more diligent in attending the conference in greater numbers. Advertising literature describing the workshop stated that it was especially prepared: (1) as orientation and basic background for new personnel in college business management; (2) for young men anticipating a career in this field, and (3) as refresher training for personnel that has served in the field for many years.

From this description there is nothing to indicate that one group (such as the business managers) would be attracted in greater numbers than other groups. If it does indicate that they are more zealous in the pursuit of knowledge and training it is a promising sign for the profession. Surely specialized training will help in the professionalization of the college and university business officers.

Table 4—Titles Used to Designate Business Officers Attending 1953 Workshop

Titles		Frequency of Occurrence
Accountant		3
Accountant, chief		2
Accountant, supervising		1
		6
Adjutant		1
Athletic business manager		1
Auditor		2
Bursar		2
Bursar & assistant business manager		1
(Registrar-bursar)		(1)
(Business manager-bursar)		(1)
	(5)	3
Bursar, assistant / Bursar, assistant to		2
Business manager		40
Business manager-bursar		1
Business manager-fiscal officer		1
Business manager-financial secretary		1
Business manager-treasurer		2
(Secretary-business manager)		(1)
(Treasurer & business manager)		(2)
	(48)	45
Business manager, assistant / Business manager, assistant to		4
(Bursar & business manager assistant)		(1)
	(5)	4
Business administration, assistant		1
Bookkeeper & secretary		1
Bookstore manager		1
Cashier		1
Controller / Comptroller		4
Controller, assistant		2
Controller, acting		1
Dean		2
Director, finance assistant / Director, assistant finance		2
Director of auxiliary enterprises		1
Director of purchases		1
Financial secretary		1
(Business manager finance secretary)		(1)
(Business manager fiscal officer)		(1)
	(3)	1
Hostess, university		1
Military property custodian		1
Office manager		
(Purchasing agent & office manager)		(1)
	(1)	
President		6
President, assistant to		1
Administration assistant		2
		3
Procurement officer		1
Purchasing agent		4
Purchasing agent & office manager		1
		5
(Purchases, director of)		(1)
Purchasing agent, assistant		1
Purchasing, assistant to director of		1
Registrar-bursar		1
Secretary		1
Secretary-business manager		1
		2
Treasurer		3
Treasurer-business manager		2
(Business manager-treasurer)		(2)
	(7)	5
Vice president		
Vice president-business management		1
Vice president, executive		1
Vice president-treasurer		1
		3
No title specified		3
TOTAL		115

TENURE

The average business officer, according to Dr. Sitzer, is "a male, 46 years of age, who has had 13 years of experience in college financial management and holds one college degree." He found there were 119 men and only six women in the group of 124 members of the Southern Association of College and University Business Officers.

106 MEN AMONG 115 ENROLLEES

The average student at the 1953 Workshop in College Business Management was a male with slightly more than five years' experience in college administration. This experience ranged from "just beginning" to more than a quarter of a century. Table 5 shows that almost three-fourths (74.8 per cent) had less than eight years of experience in college administration and that only one-fourth (25.2 per

[2] Sitzer, Richard W.: Duties and Functions of the College Business Officer. (Ph. D. Thesis, George Peabody College for Teachers) 1951. p. 52.

[3] Russell, John Dale: The Finance of Higher Education. Chicago, Ill., Chicago University Bookstore, 1944. p. 25.

Table 5—Years of Experience in College Administration

Years of Experience	Frequency of Occurrence
Less than 1 year	9
1.0 to 1.9 years	15
2.0 to 2.9 years	15
3.0 to 3.9 years	9
4.0 to 4.9 years	8
5.0 to 5.9 years	7
6.0 to 6.9 years	9
7.0 to 7.9 years	14
8.0 to 8.9 years	4
9.0 to 9.9 years	5
10.0 to 10.9 years	3
11.0 to 11.9 years	0
12.0 to 12.9 years	3
13.0 to 13.9 years	1
14.0 to 14.9 years	2
15.0 to 15.9 years	1
16.0 to 16.9 years	2
17.0 to 17.9 years	0
18.0 to 18.9 years	1
19.0 to 19.9 years	1
20.0 to 20.9 years	2
21.0 to 21.9 years	0
22.0 to 22.9 years	0
23.0 to 23.9 years	1
24.0 to 24.9 years	0
25.0 to 25.9 years	1
26.0 to 26.9 years	1
Not specified	1
TOTAL	115

cent) had eight or more years, the median number of years of experience being 5.1 years. Among 115 enrollees, 106 were men and nine were women.

In an address at the 1938 meeting of the Association of University and College Business Officers, M. M. Barlow stated that "the average age of the chief business officer in this group of colleges is 47 and the average age at which he takes office is 36. Thus the average tenure of office is 11 years."

PRIOR OCCUPATION

This is the area that, as might be expected, proved to be the most interesting. Without giving the matter much thought, one would naturally expect that at least a considerable proportion of the people in college business offices would have had prior experiences in a few rather closely related fields or areas of endeavor. Just the opposite proved to be the case in this group. Prior employment was mentioned by 112 of the enrollees. For this number there were 44 different occupational groupings necessary in order to give a fair concept of all the fields involved.

Further research might well be done in this area. It would be interesting, as an example, to trace the earlier experiences of these people to see if any pattern of uniformity could be found. This study did not and could not by its very nature include this material.

In Table 6 the various occupations have been grouped in four major areas. As stated by Dr. Russell a decade ago, the largest group was recruited from the business world.[4] Fifty-two out of 112 came into college administration from business and industry. Except for accounting and banking, however, only three fields were represented by more than one individual. These three fields were sales, insurance and bookkeeping. The only thing that can be said for the rest of the list is that it is long and varied.

The second largest group came from education. This group was not as large as the author had anticipated. There are, however, some interesting comments that should be made regarding this group. From Table 6, it is seen that 12, or almost one-fourth, had had college teaching experience. Two others had been employed by colleges but in other areas. Several of these people mentioned specifically that they had been teaching accounting and/or banking before going into the college business office. Twelve others had taught on the elementary and/or secondary level or did not specify the level of their teaching experience. Nine young men had assumed their duties immediately after completing their collegiate training. Here again is another interesting field for research —what type of training had these people had in college?

As a former public school administrator, I was surprised to find only eight former colleagues in the group of college and university business officers attending the workshop. In order to get a group of even eight it was necessary to include here several whose administrative experience had been in private and/or parochial schools.

This was disappointing because my thesis has been that a public school administrator should have had the best possible training and experience available for the college business managership. This contention is substantiated quite strongly by the Ph. D. dissertation written by Richard W. Sitzer.[5] He pointed out that there is a need for special training in the field of college finance and followed this with a recommendation for three special education courses that were needed. Every one of his recommended courses had a direct counterpart in the training of public and private school administrators. I would venture to state that the field of school administration was the only one to be able to make such a bold claim.

Table 6—Prior Experience of the Business Officers Attending 1953 Workshop

Profession or Occupation	Frequency of Occurrence
Business and industry:	
Accounting (C.P.A.-1)	16
Banking	7
Sales	4
Insurance	3
Bookkeeper	2
Advertising	1
Business manager civilian public service unit	1
Business	1
Controller	1
Economist	1
Executive, business	1
Engineer, mechanical	1
Engineer, executive	1
Engineering	1
Engineer, consulting	1
Farm loans	1
Food	1
General construction	1
Inventory and stock control	1
Law	1
Manufacturing	1
Newspaper	1
Office and credit manager	1
Personnel	1
Real estate	1
TOTAL	52
Education:	
Teaching, college	12
Student, college	9
Administrator (high school and/or elementary)	8
Teaching (level not specified)	7
Teaching (high school and/or elementary)	5
Manager college printing plant	1
Accountant state board of education	1
College bookkeeper	1
TOTAL	44
Clergy:	
Minister and/or missionary	7
TOTAL	7
Miscellaneous:	
Armed forces (army, army air corps, navy)	3
Housewife	2
Manager, chamber of commerce	1
Hospital administration	1
Red Cross	1
County official	1
TOTAL	9
None specified	3
TOTAL	115

[4] Russell, John Dale: The Finance of Higher Education. Chicago, Ill. Chicago University Bookstore, 1944. p. 29.

[5] Sitzer, Richard W.: Duties and Function of the College Business Officer. (Ph. D. thesis, George Peabody College for Teachers) 1951. p. 163.

If these suggestions are carried out

ALUMNI SUPPORT CAN BE SUBSTANTIAL

JAMES E. ARMSTRONG
Executive Secretary
Notre Dame Alumni Association

COLLEGE PRESIDENTS HAVE WRITTEN many of the new testament chapters and verses on financing higher education, in the face of the tremendous problems of the postwar eras of the Twenties and the Forties, and the intervening depression.

College presidents wrote *all* the chapters of the old testament of fund raising in the first 250 years of financing higher education in this country. Then Yale discovered the alumni. That first alumni fund was established in 1890. As an aside, it is more than coincidence that Yale is the first fund to exceed the annual million dollar mark.

In 1952, the latest complete report, the American Alumni Council indicates, in a survey of 270 colleges and universities, that 585,026 alumni gave $14,481,620.23 to these institutions, an increase of $2,000,000 over the 1951 figures, and the equivalent in endowment at 4 per cent of $362,500,000. Since this was only some 18 per cent participation by the total alumni of these institutions, the potentials are evident for the years ahead.

From an address given at the annual meeting of the Association of American Colleges, January 1954.

Concerning statistics, I should like to quote one pertinent comment, made to fellow fund raisers by Joseph E. Bell of Lafayette College: "As fund raisers, our eyes must be on the dollars. That's our job. But dollars are a by-product of performance, interest and faith. Dollars should not be the guiding star of any development program."

I shall outline first the fundamental motivations for philanthropy, as adapted to alumni support of higher education, the key, I believe, to all other sources of support.

1. Unless your graduate derives some personal satisfaction from his gift and the sense of doing something urgently worth while, his gift will be a token, if any.

2. The use of the honor roll, the varying kinds of name listing, bear eloquent testimony to the force of personal or family distinction, even in the realm of the small giver. Recognition in the printing of a name is as attractive in fund raising as in country journalism. As the gift increases in size, distinction increases accordingly. This is the motivation that makes plaques, donors tablets, and names carved in stone extremely useful in a program with physical aspects. The same motivation applies to named chairs, scholarships, lectureships or similar projects.

3. The alumnus gift should seem entirely at his option, an act of self-expression. If, in addition, he is thankful for benefits, it will increase his gift. Or if he identifies the gift as a memorial to his own generosity or in favor of someone near to him or to his campus life, the graph will move upward.

4. The religious motive can be strong, especially where there is a feeling that a church is being strengthened as well as a school. That accounts for a prediction after World War II that gifts to Catholic colleges would increase, as they have. An accompanying prediction that contributions to Protestant colleges would decrease has been largely offset by a tangible revival of relationships between many schools and their founding churches. Certainly the addition of a spiritual satisfaction will inevitably augment the material. A growing sense of national religious urgency should do much for church related colleges of all denominations.

Our public, and too often our colleges and universities, have tended to

see in the alumnus only a hard-drinking, money-grabbing football fan, fighting enthusiastically any evidence of intellectual or spiritual maturing. Unless we change this concept, alumni religious motivation for support may die in resentment. Fortunately, most schools now realize that their boys and girls have at least grown up.

5. To change token giving into thoughtful giving, probably no motivation is as important as personal interest. The law school alumnus will undoubtedly give more to a law school project than to a project of other or general significance. Many projects must be institutional in nature, and broad. Two courses are advocated to preserve this personal interest. One is a diversity in the long-range program, showing the law alumnus that science, engineering and fine arts projects will ultimately be integrated with progress in law. The other is a diversity of immediate projects, where possible, aimed separately at respective alumni targets or permitting the alumnus to designate one of the several channels.

Even where the institutional need is for unrestricted funds, the motivation can be maintained by an indication of diversity of programs to be affected.

6. A sense of obligation to Alma Mater will unquestionably aid giving. But here I must warn against the old solid virtue of truth.

It is a universal fact that the student in the American college or university has paid only 68 per cent of his educational costs, with the gap widening in his favor as these costs have risen faster than reluctant increases in tuition and fees.

FEW FEEL OBLIGATED

As a matter of simple truth, he should feel an obligation to repay a 32 per cent subsidy. But this simple truth should be avoided in alumni fund raising. Possibly because of our failure to educate the undergraduate, possibly because our low price tag is advertised, whatever the reason, few alumni feel any sense of binding debt to their school.

This does not cancel the use or effect of the motivation. The program should transfer this sense of obligation to the intellectual and spiritual benefits heaped upon the alumnus; to the benefactors, administrators and teachers, or to the state, that combined to educate him at the below-cost figure, and to the unenlightened and unborn generations entitled to similar consideration.

7. The aversion to paying taxes may motivate philanthrophy but it is properly placed last and has relatively little effect on alumni giving. It should not be stressed in alumni annual giving at all and is not psychologically a good direct appeal even in cases of larger alumni gifts.

Tax aversion is a personal thing, a motive unlikely to be admitted, possibly even embarrassing. From a fund raising point of view, a man able to give a large amount knows, or can obtain, all the pertinent tax data. It is not amiss to call attention to the simple benefit of the tax deductibility of alumni gifts. But most of the annual gifts are in the small bracket, and tax benefits are relatively unimportant. The average alumni gift in 1952, in the survey quoted, was just under $25.

The preceding are general motivations for giving. What are factors that tend to change the small token gift to the larger thoughtful gift, to increase the gift from year to year, to bring general motivation down to a specific institutional urge for the alumnus, an urge that will make him think in terms of the most, instead of the least?

An assurance of institutional inviolability is most important at this time. Each alumnus has in his heart a concept of his school, which the school itself must recognize as a part of its heritage, to be kept and to be imparted. There must be an institutional integrity that will be the common denominator of the many generations of alumni.

This does not preclude progress. It does not oppose improved standards. It will not handicap social or athletic achievement.

But change, when made, must be made in its interpretation to alumni on the basis of reason and progress. The alumnus is vitally interested. He is, in fact, vitally affected. He wants and is entitled to know the school thinking. It is not vital to enlist alumni consideration in making changes. But it is vital to inform alumni as to why changes are made.

What a professor says or does, as an individual, may not affect an alumnus beyond enthusiasm or irritation. But if the statement or the act has institutional implications of sanction or trend, whether true or otherwise, then it may do grave harm to alumni relationships. A school should relate its academic freedom to its freedom of distinction, and to its right as an individual institution.

Benevolent tax laws do increase giving. But, except for large gifts or

The public and, too often, colleges and universities have tended to see in the alumnus only a hard-drinking and money-grabbing football fan.

bequests, we have said that this appeal is a personal one, to be shunned in institutional initiative. Government sanction and encouragement of higher education by permitted deductions is important in philanthropic effect; it should be used with caution, however, in philanthropic cause.

Full knowledge of institutional needs is vital. State schools and agencies included in community chests profit from this motivation because their operations always have been matters of public report and interest.

But private schools, especially church related, have made such heroic and obvious contributions of services that the management is seldom asked for an accounting. Such accounting would inevitably indicate more needed support. Since management is proud of its ability to stretch its few dollars and since the rest of the world is willing to settle for appreciation, the habit of operating statements was never cultivated.

Since the student has paid only 68 per cent of his educational costs, perhaps he should feel obligated to repay a 32 per cent subsidy.

Today, with alumni interest intensified and with alumni being effectively and properly utilized as field agents among friends and corporations, one of the most important factors both in direct thoughtful giving and in indirect solicited giving is that the alumnus be thoroughly informed of the financial structure of his institution. This does not mean itemized accounting. It does mean a clarification of the major sources of income and the major channels of expenditure, with a convincing and graphic story of urgent need. Whether this need is for bridging a gap between income and expenditure for an emergency or for items of progress, a direct and simple story, fortified by adequate figures, is imperative. Alumni faith is possible without explanation. But alumni works require facts.

The availability of means is a vital factor in general philanthropy, fluctuating with national income, cost of living index, and other mercurial phases of our economy. Higher education has an advantage in dealing with alumni. Increased training produces not only increased resources but increased economic stability.

Psychological aspects of inflation, depression, unemployment and other phenomena are not to be discounted in projecting programs and appeals. The fact remains that alumni, especially in the amount and participation reflected in annual funds, have been extremely helpful, continuously, through depression, inflation, war and postwar displacements.

In capital gift programs and in wills and bequests, it is obvious that alumni are an economically select list.

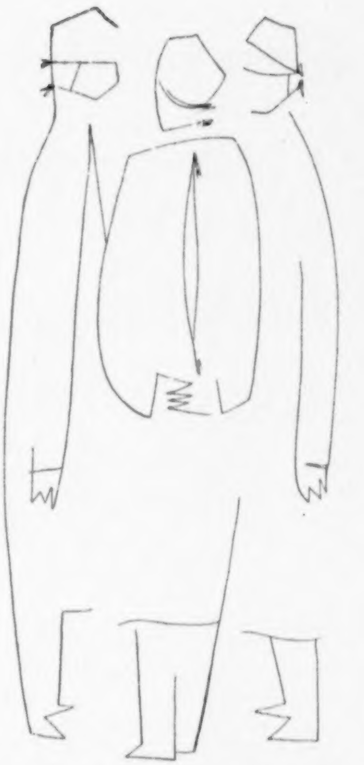
The significance of strength of motive as a force for increasing gifts has not been sufficiently recognized by fund raisers. Too much faith has been put in college spirit.

The alumnus is a trained citizen with a higher than average income. He is the object of all the competitive demands of our complex society. It is not enough that colleges call to him with simple alma maternal plaintiveness.

If a college building burns, that story is graphic and urgent.

If there is a deficit threatening curtailment or disastrous suspension of progress, there is a graphic and urgent appeal, not attractive to outsiders, however, and a little embarrassing.

Tangible needs, such as a library, science building, auditorium or residence facilities—to replace obviously old and outgrown ones—are alumni fund raising delights. The story tells itself, the old facilities elicit sentiment, the new program implies progress, and the benefit to future students is a rich philanthropic appeal to the brick-buyer.



The medical school alumnus is likely to give more to a medical school project than to a general project.

The fund raiser must put urgency into everything.

Long-range programs are extremely important and valuable. But some phase of such a program should be aired continuously as an immediate, urgent project. Otherwise, the college's objectives will be relegated to the same alumni shelf as his trip to Europe, his swimming pool, his going into business for himself, and other cherished hopes.

Just as in literature, some of the best writing is deceptively simple, so the alumnus prefers his college fund appeals to be simple, direct and human. The professional tone, the dramatic, the panicky, the exaggerated, the undignified, even many devices valid in general fund raising, do not appeal to alumni as effectively.

The important conclusion is this: Without loyal, participating, informed, convinced alumni, an institution cannot achieve substantial alumni support. Without substantial alumni support, more vital in participation than in amount, any appeal to nonalumni, to foundations, to corporations, to parents, or to any other outside source, will ultimately fail.

Collating writing board as device to

Simplify Bookkeeping

ALLEN P. LOVEJOY

Controller, Pacific School of Religion, Berkeley, Calif.

ONE CONSTANT AIM OF THE COLLEGE business manager should be to find ways of reducing expense in the offices, so that the money saved can be applied to the educational program or to other worthy purposes. That machine bookkeeping has resulted in considerable such savings for larger schools is well known. There follows a brief description of another device that can help the small institutions, which perhaps could not wisely afford a bookkeeping machine, to achieve similar savings in bookkeeping expense.

This is the employment of collating "writing boards," such as have been developed by several commercial companies and are now used widely in retail establishments and contractors' offices, most commonly in the preparation of pay rolls. Such writing boards cost from $25 to $50 each, plus the cost of special forms, which is not much more than the cost of conventional accounting forms now in use.

These devices employ principles generally similar to those employed in bookkeeping machines; they form several different accounting records in one operation with the consequent saving of time and transcription errors. Many are familiar with the most frequent application of these devices, namely, to pay-roll procedure. There, by the use of carbons, the pay check stub, the individual employe's earnings record, and the pay-roll journal or register are created in one writing.

Through a system of positioning pegs on the writing board (usual size about 15 by 18 inches) the three forms are placed, one upon another, so that the information written on the pay check stub—including name of payee, pay period covered, check date and number, gross earnings, various customary deductions, net earnings paid—is in the same operation copied onto the individual's earnings record and also onto a pay-roll journal. The body of the check itself can be completed by hand at the same time, or later on a typewriter, and can be designed for use in window envelopes.

At the Pacific School of Religion, we apply this method to the recording of student accounts receipts and other college receipts. In our adaptation, the cash receipt slip replaces the pay-roll check stub, the individual student's ledger sheet replaces the employe's earnings record, and the cash received journal sheet replaces the pay-roll journal.

The fundamental form we have devised is the cash received journal, printed according to our design, with columns for date, cash receipt number, payer's name, amount paid, and a description of the kind of payment. We have specially designated columns for tuition, health plan, and dormitory room receipts, since analysis reveals that our receipts are most frequently for these items. Then we have a "miscellaneous" or "other" column, together with a space for description of any item entered in this column (for instance, student loan fund repayments). At the right-hand side of our cash received journal sheet are five or six columns that can be used for purposes of distribution analysis for the "miscellaneous" column.

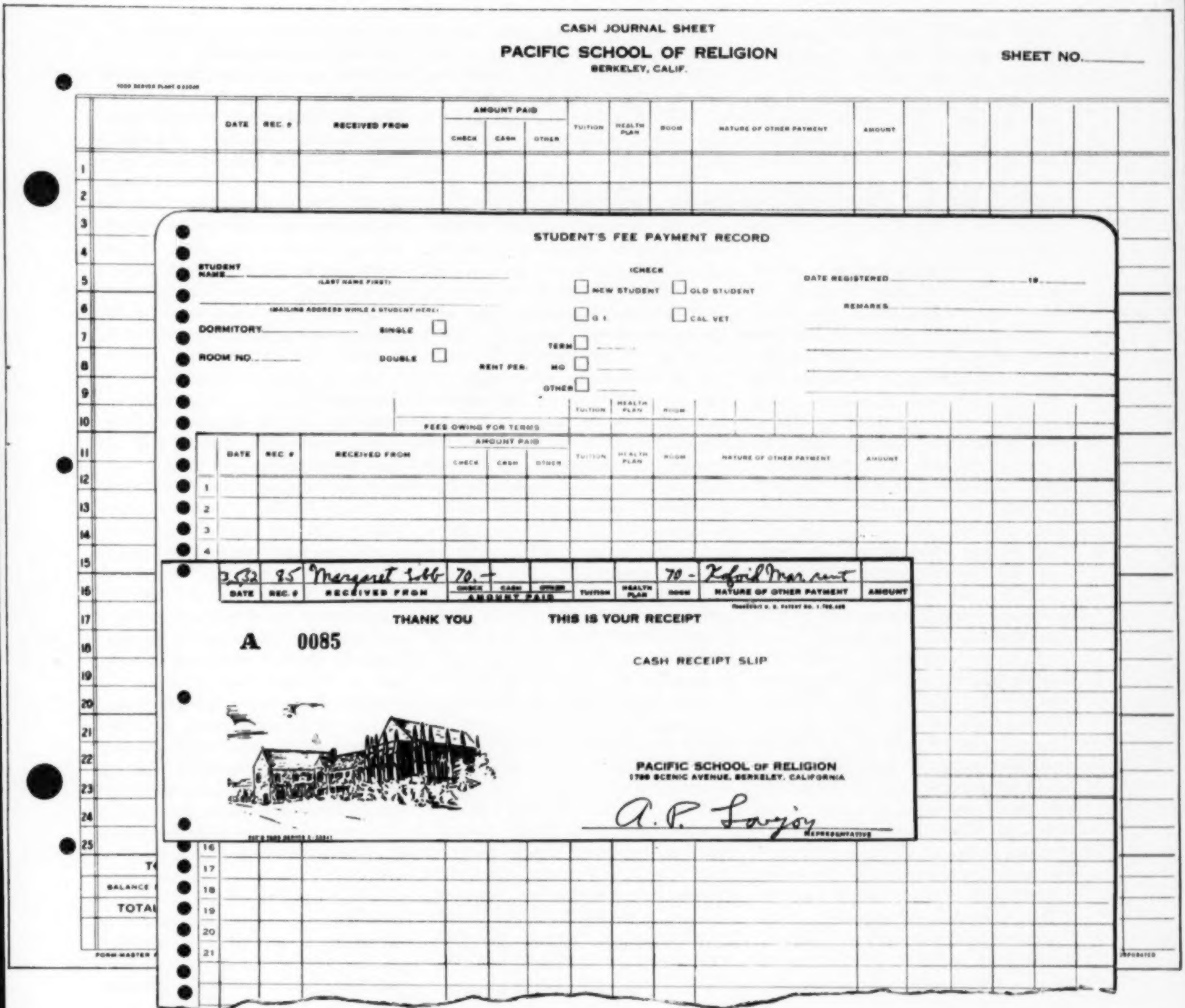
Except for these last five or six columns, our cash receipt form contains a line with columnar spaces identical to those on any line of the cash received journal. All information written on the cash receipt appears on this line. In other respects our cash receipt is conventional.

Our individual student's ledger sheet, or fee payment record, is a large form about 11 inches square. It contains the same columns as the journal sheet and cash receipt. The top 3 inches of this form are reserved for customary information identifying the student—name, address, dormitory room, and whatever other information may be essential. These top spaces are filled out at registration time, along with a statement of the total fees payable at that time by the student.

In our system the cash received journal sheet is placed directly on the hard-surfaced writing board; above this a pencil carbon sheet separates the individual's payment record sheet from the journal sheet. The cash receipt, with spot carbon beneath its writing line, is put on top. Care must be taken that all these forms are placed on the positioning pegs so that the correct line and column on each form is filled in. The various commercial products contain different devices to realize this, and the arrangement of these forms on the writing board may be varied according to the commercial setup employed.

When the student pays his fees, his payment record sheet is placed on the writing board over the cash received journal sheet and carbon sheet, as described; the cash receipt is placed on top of this and is filled out and given to the student for the payment he has made. Then his payment record sheet, showing total fees *owed* at registration time and amount *paid*, will reveal at a glance whether any part of his fees is still owing.

If the student has permission to defer payment or part payment until a later date, a record of his fees owed has nevertheless been created at registration time. In our case this is not formally entered as an account receivable in the accounting records, but the individual student's payment record, created at registration time, is placed in a memorandum accounts receivable file until the student returns to pay, at which time his sheet is placed on the writing board, together with the cash journal sheet and cash receipt, to enter his payment at the identical moment the cash receipt is made out. Besides the saving in bookkeeping time and transcription errors that result from this process, the stu-


CASH JOURNAL SHEET

PACIFIC SCHOOL OF RELIGION

BERKELEY, CALIF.

SHEET NO.______

DATE	REC. #	RECEIVED FROM	AMOUNT PAID CHECK	CASH	OTHER	TUITION	HEALTH PLAN	ROOM	NATURE OF OTHER PAYMENT	AMOUNT

STUDENT'S FEE PAYMENT RECORD

STUDENT NAME ________ (LAST NAME FIRST)

(MAILING ADDRESS WHILE A STUDENT HERE)

CHECK: NEW STUDENT / OLD STUDENT / G.I. / CAL VET

DATE REGISTERED ________ 19____

REMARKS ________

DORMITORY ________ SINGLE

ROOM NO. ________ DOUBLE

RENT PER: TERM / MO / OTHER

FEES OWING FOR TERMS: TUITION / HEALTH PLAN / ROOM

DATE	REC. #	RECEIVED FROM	AMOUNT PAID CHECK	CASH	OTHER	TUITION	HEALTH PLAN	ROOM	NATURE OF OTHER PAYMENT	AMOUNT

DATE	REC. #	RECEIVED FROM	CHECK	CASH	OTHER	TUITION	HEALTH PLAN	ROOM	NATURE OF OTHER PAYMENT	AMOUNT
3-5-32	85	Margaret Lobb	70.–					70.–	Kofoid Mar. rent	

THANK YOU THIS IS YOUR RECEIPT

A 0085

CASH RECEIPT SLIP

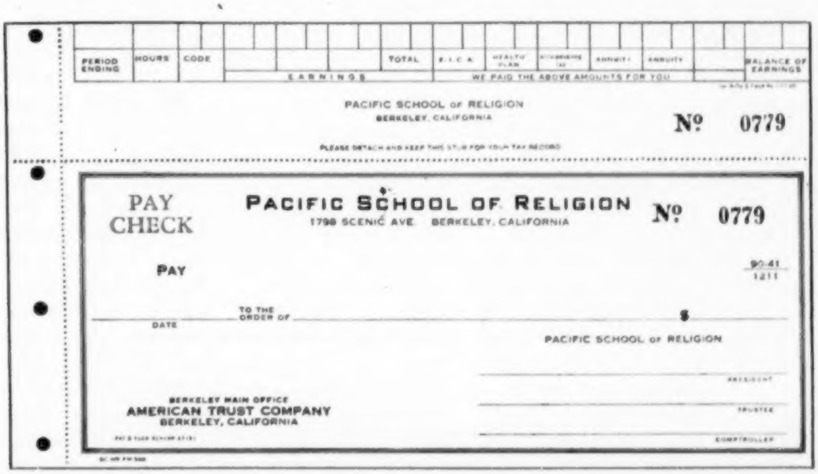
PACIFIC SCHOOL OF RELIGION

1798 SCENIC AVENUE, BERKELEY, CALIFORNIA

A. P. Lovejoy

REPRESENTATIVE

Above: Illustrated are a cash receipt slip, a student's fee payment record or statement, and a cash journal sheet. Right: Pay-roll check showing columnar arrangement.


PERIOD ENDING	HOURS	CODE	EARNINGS	TOTAL	F.I.C.A.	HEALTH PLAN	WITHHOLDING TAX	ANNUITY	ANNUITY	BALANCE OF EARNINGS

WE PAID THE ABOVE AMOUNTS FOR YOU

PACIFIC SCHOOL OF RELIGION

BERKELEY, CALIFORNIA

№ 0779

PLEASE DETACH AND KEEP THIS STUB FOR YOUR TAX RECORD

PAY CHECK

PACIFIC SCHOOL OF RELIGION

1798 SCENIC AVE. BERKELEY, CALIFORNIA

№ 0779

90-41 / 1211

PAY

TO THE ORDER OF ________ $

DATE

PACIFIC SCHOOL OF RELIGION

PRESIDENT

TRUSTEE

COMPTROLLER

BERKELEY MAIN OFFICE

AMERICAN TRUST COMPANY

BERKELEY, CALIFORNIA

dent's record is always automatically posted right up to date. (The same is true of the cash received journal, expediting quick determination of the cash position.) The student payment sheet thus contains a complete history of his payments, with comments when necessary. One sheet (both sides may be used) will normally carry the record for a complete three or four year course.

We use the same process to record all other kinds of cash received, though in a larger school the writing board device might be limited to the handling of student accounts, or a different set of forms might be designed to handle other kinds of receipts. Some of our (nonstudent) payments involve simply the use of the cash receipt directly on the cash journal, with no intervening receivable record, such as the student's fee payment record, being required. In other cases, with regular payments received by check and not requiring formal acknowledgment by cash receipt, we record the payment directly on the cash journal and make out no cash receipt.

Corresponding to the student fee payment sheet, receivable records may be devised and kept for other types of payment, such as rentals on commercially leased property, gift funds, and endowment income. Such a record, for example, may be created for a special memorial gift fund — contributed to by many different individuals — for which it is desired to keep a complete listing of the donors' names, dates and amounts of payment. This is created automatically, as the cash received is entered on a cash receipt form and cash received journal.

We have used this cash receipts device for more than two years now with satisfactory success. When our present printed forms are exhausted we may revise them somewhat, but the general principles of procedure would remain.

This system is also being used by us for cash disbursements, with the check stub, the disbursement journal sheet, and, if desired, the accounts payable ledger sheet. Our school, however, like many others operates on a cash basis; since the accounts payable ledger does not exist, we are currently experimenting with the creation, in lieu of this, of the detailed expense ledger record. For instance, if the disbursement check about to be written is to pay a laundry bill for dormitory linen, the appropriate expense ledger sheet is selected and placed between the disbursements journal sheet and the disbursements check on the writing board and is thus automatically entered at the same time.

This means, of course, that our expense ledger has been set up on forms (the 11 by 11 sheet) suitable for use on the writing board. (The extra space at the right side of this form—both on the student's fee payment sheet and on the expense ledger detail sheet—is useful for pertinent comment or further analytical data.) In this manner subsidiary expense detail is created with little additional effort and it is complete since it lists vendor (payee), date of payment, check number, amount paid, and a word description of item paid. (In addition, the check stub sent to the vendor bears his reference numbers.) Scarcely any other information is ever required in order to make a fairly detailed analysis of a particular expense account.


PAYEE | EXPLANATION | DATE | CHECK NO. | AMOUNT

DATES – VENDOR REFERENCE NO. – AMOUNTS

PACIFIC SCHOOL OF RELIGION
BERKELEY, CALIFORNIA
PLEASE DETACH AND RETAIN FOR YOUR RECORDS

Nº 0256

PACIFIC SCHOOL OF RELIGION
1798 SCENIC AVENUE, BERKELEY, CALIFORNIA

Nº 0256

90-41
1211

PAY
TO THE ORDER OF

DATE $

PACIFIC SCHOOL OF RELIGION

PRESIDENT OR TRUSTEE

BERKELEY MAIN OFFICE
AMERICAN TRUST COMPANY
BERKELEY, CALIFORNIA

CONTROLLER

Cash disbursement check showing columnar arrangement.

These expense detail sheets can be checked against expense totals taken from the cash journal, which is necessary because, obviously, a problem occurs when one check payment is to be charged to several different expense accounts, the sheets for more than one of which cannot be entered on the writing board at one time. In our case these instances have not proved so numerous as was originally feared, and, when they occur, entry to the various expense accounts may be made by hand.

Thus we have developed the use of this little writing board technic for the three fundamental phases of our cash operations: pay roll, cash receipts, and cash disbursements, and we are confident that considerable savings are being made. While all of these processes can require but one writing board, actually we find it more convenient to have one for each process, set up with the proper journal sheet and ready for instantaneous use. The boards are light and portable; it is simple to add more boards at times of peak loads of work, such as at registration time.

While I have not personally experimented with other uses of these boards, I feel that they might be very effective in large schools, in purchase office procedure, inventory control, receiving department, student loan office, and other specialized functions where the following records must be kept on each transaction: (1) a form detailing the single transaction (similar to the cash receipt); (2) a continuous or chronological listing or journalizing of all transactions (such as a cash journal sheet), and (3) a ledger grouping or classifying of the transactions (such as all the payments made by *one* student, *to one* employe, or chargeable *to one* expense account). If the third purpose is unnecessary, perhaps two forms for the first function can be devised: description of the individual transaction on two possibly identical forms, each of which is routed or used differently or sent to different departments.

In this discussion I have not gone into many details of the application, which would not be pertinent or which might be confusing to the general introduction of this technic. It would be interesting to hear of different adaptations of these writing boards to facilitate other college accounting operations.

Sixty liberal arts colleges participate in

Uniform Accounting Study

IRWIN K. FRENCH

Business Manager, Wellesley College, and President, National Federation of College and University Business Officers Associations

IN APRIL 1954 AFTER DISCUSSIONS over many months, a grant was made to the National Federation of College and University Business Officers Associations by the Fund for the Advancement of Education for conducting a pilot study of the financial operations of approximately sixty liberal arts colleges from various sections of the United States.

For many years there has existed a growing need for the development and wide acceptance by institutions of higher education of technics and procedures whereby the effectiveness and efficiency of their financial operations could be fairly evaluated through comparison with one another. Because of failure to adopt uniform methods of accounting, account classification, and distribution of charges to various accounts, this important and valuable medium of comparison has not been developed to the point at which it can be used effectively as a tool of management.

Consequently, it has been necessary for top college administration and governing boards to rely on discussions with their associates and their confidence in the administrative ability of their fiscal administration officers in determining whether or not maximum value is being received for each dollar expended. In fact, attempts often have been made by persons without proper technical training and understanding to make comparisons where such comparisons are not feasible and where the results have been to the positive detriment of their institutions and often to higher education in general.

This condition long has been recognized by leading college administrators as a serious block in the improvement of administrative technics in the fiscal operation of educational institutions. To help correct this situation a committee of college and university business officers, after years of study and research, brought to completion the publication of a book entitled "Volume I of College and University Business Administration."

Included in this volume are several chapters dealing with uniform accounting practices and reporting, as well as suggestions relating to the presentation and form of annual reports. Since its publication in 1952 the practices recommended have received favorable comment and in many institutions already have been made effective. However, no concerted effort has been made on a national level to encourage colleges and universities to adopt these recommendations with the ultimate aim of making possible a meaningful comparison of operating results.

The Fund for the Advancement of Education, an independent agency established by the Ford Foundation, has been concerned with this problem of lack of uniformity and has felt for some time that a significant contribution could be made to higher education by making possible a nationwide pilot study along these lines in a selected group of liberal arts colleges.

Officers of the national federation began discussions with representatives of the Fund some time ago regarding the possibility of the federation's directing a study of this nature.

Included in the aims and objectives of the national federation, as set forth in its by-laws, are the following:

1. To develop nationwide interest and scope toward improvement of principles and practices of business administration in higher education.
2. To develop, collect and disseminate among the membership new and useful information of common interest.
3. To offer assistance to established and representative educational associations or bodies in all matters pertaining to fiscal or business affairs.

In view of these aims and objectives and because the national federation is comprised of representatives from each business officer association (American, Central, Eastern, Southern and Western) and the National Association of Educational Buyers, it appeared to be the appropriate agency to carry out an assignment of this nature, and its officers and directors after careful consideration decided to attempt to work out a feasible program.

A national steering committee with a representative from each component organization was appointed, and it discussed and approved, along with procedures, the aims and objectives of the study. These aims and objectives have been set forth by this committee as follows:

1. To provide a detailed analysis of fiscal operations on a uniform basis to such a degree that a meaningful comparison can be made between institutions of higher education.
2. To accomplish this purpose it is recommended that a uniform account classification be established and accounting technics be established.
3. To publish and make available to all institutions of higher education for guidance in their fiscal operations, the technics and procedures to be established as a result of this study.

Originally it was contemplated to restrict the study to 12 liberal arts colleges located in the general New York area. However, in order to enlarge the scope of the study to include institutions from other sections of the United States and with the approval of the Fund for the Advancement of Education, the base was expanded to include 12 liberal arts colleges from each of the five regional business officer associations. This action resulted in a maximum of 60 colleges' being included in the pilot study.

To coordinate the program, a regional chairman was appointed for each group of colleges chosen from the membership of each business officer association. At the date of this report each of these chairmen has met with the representatives of his participating institutions for the purpose of discussing the plans and purposes of the study and how best it could be

coordinated into the national survey. During the period that consideration was being given to the pilot study, a unit cost study also was under consideration by the Council of Ten and the University of California. It was the opinion of the national federation committee and of representatives of the Fund that steps should be taken to coordinate the federation study with that of the Council so that the technics developed in the unit cost study could be applied to the small college operations.

To this end the Council agreed to provide to the national federation:

1. Its groupings of costs in the area of general and administrative and physical plant.
2. Its units of comparison for each group.
3. Its technics of determination and application.

The Council further agreed that implementation of the foregoing, including appraisal of validity of cost groups, units of comparison and technics, would be achieved through liaison afforded by joint meetings of the two executive committees or such committees as might be constituted for this purpose. This same implementation would be used in reviewing findings which, if jointly agreed, might be published.

The present step being undertaken by the national federation does not contemplate a change in present accounting methods by the participants. Rather, participants are expected to gain comparability by the use of a standard work sheet presenting a uniform grouping of accounts. This study furthermore does not contemplate the establishment of unit costs. Instead, it intends to determine the portions of the available dollar spent for administration, student services, staff benefits, public services and information, general institutional expense, instructional and departmental research, libraries, operation and maintenance of physical plant, auxiliary enterprises, and student aid.

The final report naturally will highlight wide differences currently existing among educational institutions. It is hoped that presidents and business managers after reviewing the results of this study will desire to make analyses of these differences, and it is at this point that the procedures and technics to be developed in the Council unit cost study may be utilized to good advantage.

To assist the national federation committee in accumulating and evaluating data submitted by the participating colleges, the consultant firm of Cresap, McCormick and Paget has been retained. This firm's representatives have worked closely and most cooperatively with the federation committee and Fund representatives in the development of plans for the study.

Before the form of the final report is determined, the executive committee plans to consult with college presidents selected from participating institutions, along with representatives of the Fund, regarding the presentation and reporting of the information obtained to ensure that the findings can be of maximum value to college fiscal administration.

MEMBERS OF COMMITTEE

The members of the national federation executive committee charged with the responsibility of conducting and directing the pilot study are as follows: representing the American Association, James B. Clarke, treasurer, Howard University; Central Association, Bruce Pollock, treasurer and business manager, Carleton College; Southern Association, C. O. Emmerich, business manager, Emory University; Western Association, Fred L. McLain, controller, Occidental College; National Association of Educational Buyers, Henry L. Doten, business manager, University of Maine; Eastern Association, Irwin K. French, chairman, business manager, Wellesley College; secretary, Nelson A. Wahlstrom, controller, University of Washington.

Any institution desiring the identity of participating colleges in its area may write to the regional chairman of its respective business officers association for this information.

The officers and directors of the national federation are firmly convinced of the value of this study and of what it can add to the improvement of college fiscal administration. They are grateful to the Fund for the Advancement of Education for making funds available to ensure the proper conduct of the pilot study and to all those institutions that have so enthusiastically agreed to participate.

The national federation welcomes the opportunity to be of service to colleges and universities and hopes that a report will not write "finis" to the study but that the results of the survey will be utilized generally by institutions of higher learning.

Letter to the Editor

Sirs:

The word "nonacademic" originally referred to the business staff and business matters of a college or university. The first really widespread use of the term which I have found was on the masthead of the *Educational Business Manager and Buyer*. About 1930, Lloyd Morey became editor-in-chief of the *Educational Buyer*. The magazine's field of interest was broadened from purchasing to cover all business matters. Its new name was made more inclusive: the *Educational Business Manager and Buyer*. On its masthead it was described as: "A *nonacademic* publication devoted to the study of finance, purchasing, construction and maintenance of school systems, colleges and universities." (Emphasis furnished.)

Today, however, the word is being used in many ways. I have seen it used as a substitute for organized research (other than the agricultural experiment station). It occasionally is used as a heading for a classification for grouping such activities as intramural athletics, student organizations, social activities, and other miscellaneous activities.

I submit that perhaps the time has come to be more specific in our terminology. It may even be appropriate to apply a positive term to this category of our activities and personnel. Personally, I would like to see "nonacademic" dropped from our lexicon, as having served its usefulness. We have managed to drop "noneducational" from our vocabulary because it had outlived its usefulness. Why not do the same for "nonacademic"?

In search of a substitute I wrote a number of leading colleges and universities. The answer generally was "We don't like the hybrid at all but—"

Some suggestions received were: administrative and other general office; general; clerical personnel; service personnel; auxiliary staff; civil service staff; administrative, maintenance, secretarial and clerical employes; staff.

Can't we find a substitute for "nonacademic"?—HARVEY SHERER, *assistant business manager, Oregon State College, Corvallis.*

Report of a survey of

Money Raising Tactics

in 26 of the smaller land-grant institutions

PRESCOTT H. VOSE
Controller, University of Maine, Orono

HOW DO COLLEGES AND UNIVERSITIES raise funds to carry on their many activities?

Although some of the answers to this question are immediately obvious, it is likewise clear that money raising practices vary greatly from one institution to another. In an effort to get the facts, particularly on certain specific aspects of money raising among land-grant institutions, the board of trustees of the University of Maine called on the controller's office to make a study of this subject.

The study was made to determine what policies are now in effect with respect to private endowments and revenue from the state in land-grant and state universities similar to the University of Maine.* The board was of the opinion that this information would prove valuable in establishing plans for encouraging gifts to the university for endowment. It was also felt that the experiences of other universities in obtaining revenue from the state and from special sources would be helpful in a consideration of the over-all problem of obtaining income for the university.

Inquiry was made of 26 institutions of a size and scope comparable to the University of Maine. Twenty-four replies were received.

ENABLING LEGISLATION

First of all, the board was interested in the question of enabling legislation. The 26 institutions that were included in the survey were asked this question: "Has enabling legislation been passed by the legislature of your state in order to facilitate endowments to an educational institution like yours?"

The 24 institutions replying gave the following answers: 14, Yes; 4, No; 6, No Comment.

It is not possible to measure statistically the favorable effect of enabling legislation upon fund raising, yet those universities that do not have this aid definitely feel the lack of it. For example, one comment was: "Our university does not have any specific plan for encouraging gifts. The state legislature has never enacted laws that would encourage such gifts."

TRUST FUNDS FOR ANNUITANTS

Second, the board was interested in trust funds for annuitants. Accordingly, this question was submitted in the survey: "Is it possible for your institution to accept, as trustee, capital funds from which an annuity must be paid to some beneficiary (other than the university) for a period of time?"

Replies were as follows: 10, Yes; 5, No; 1, Doubtful; 8, No Comment.

Almost without exception those institutions that can accept funds and pay income for the life of a beneficiary are included among those who have the benefit of enabling legislation or its equivalent.

This question of trust funds for annuitants evoked a great deal of discussion; generally, a note of caution was expressed. It is likely that this caution resulted from cases in which a *fixed* income was guaranteed to a beneficiary, with disastrous results, rather than an income fluctuating with the amount the principle actually developed.

Despite the cautious attitudes assumed by many, life income trusts are being quite actively promoted across the country, especially by private colleges and universities.

(The Kiplinger Washington agency in a special supplement in June 1953 carried a summary of current practices concerning gifts to institutions under trust setups.)

In managing life trusts, many colleges and universities now avoid competition with annuity life insurance companies and keep away from income guarantees that may prove embarrassing by agreeing to pay to living beneficiaries in any one year only the same percentage as was earned by the college's general endowment fund the previous year.

FUND RAISING PERSONNEL

As a third part of its survey, this office polled the 26 "similar" institutions regarding fund raising personnel.

The question was worded as follows: "Does your university have any persons, part time or full time, carrying out a plan for obtaining endowment and donations?"

The trend of thinking on this matter is evident from the following comment:

"It should be noted that almost every college or university in the country has someone in charge of fund raising. There has been a consistent trend during the last few years to develop an office called 'director of expansion' or 'vice president in charge of development.' This man is actually the director of the continuing effort to raise funds for current purposes and for plant and endowment funds."

STATE TAX REVENUE

A fourth section of our survey was devoted to state tax revenue. We were especially interested in finding out whether other universities of our size and scope received earmarked funds from the state. (Maine received earmarked income from the state in the

*The University of Maine is a somewhat typical land-grant or state university. It has colleges of arts and sciences, agriculture, engineering and education. It has agricultural extension and research. It has an overall student enrollment of approximately 3000 students.

form of a mill tax for 22 years, beginning in 1930.)

Only seven of the institutions said they received earmarked funds (*e.g.* the former Maine mill tax) from the state. All of these funds were of the special millage type except one, a soft drink tax dedicated to a university.

With one possible exception, in none of these seven cases was the dedicated tax sufficient to operate the universities involved. In one case the special taxes were used for buildings only. In another instance the earmarked taxes constituted only one-sixth of the total state appropriations to the university. In four cases the comment was generally that the "automatic" taxes or the fixed percentage of taxes dedicated for the sole use of the universities was insufficient and that general appropriations were required from each session of the legislature.

Many institutions that do not have dedicated revenue of any sort commented upon the subject. In general they disapproved of earmarked funds. The theory most often expressed was one of inflexibility.

Here is a fairly typical reply:

"In the very early days of the university, appropriations were obtained from a specific tax but this was soon discarded and our state support is received from appropriation grants through the general income of the state. My personal reaction to a specific and automatic allotment of state funds is one of question. The economic conditions of our country change so rapidly that the amount or base of any automatic allotment could rapidly change from a reasonable basis to a most unreasonable basis."

Here is a quote from a large university:

"I have operated under both systems (*i.e.* earmarked funds and general appropriation) and believe that we have fared better through the years by going to the legislature each biennium than we did in the old days when we got a certain amount of the mill tax property. I believe that the legislatures will take the tax money away from you, even if it is automatic, at any time that the amount seems to be more than they feel you should have. However, they are not ordinarily willing to add to any deficit from fixed tax monies if you should have less than you think you need. Consequently, if you are to ask my offhand opinion, I would say stick to the legislature, even though it may be a tussle, and get the best support you can as you go along."

THREE SPECIAL QUESTIONS

As a fifth part of our study, we sought the opinions of several large universities on three special questions.

The first question was this: "Are private endowments in a public university an aid in obtaining state money?"

This question was prompted by a consideration of two schools of thought. One school says that endowments tend to reduce what the state otherwise might have done, while the other school maintains that universities that have "helped themselves," so to speak, by obtaining endowments from private sources have thereby stimulated legislatures to appropriate more than they otherwise would have done.

The majority of replies showed a belief that private endowments definitely serve as a catalyst in getting state funds.

Our second question was this: "Do foundations across the country (like Ford and Rockefeller) represent a source of financial grants to public universities?"

All but one large university answered that foundations are a source of revenue to public universities. Two qualifications, however, were definite: (1) Foundations tend to favor private institutions, and (2) grants from foundations are usually limited to specific rather than general purposes, the specific most often being research.

The third question was as follows: "Is business and industry becoming more and more a possible source of financial aid to the public university?"

The answers to this question were predominantly Yes but with the same reservations as in the previous question, namely, that industry tends to favor private institutions and ordinarily contributes to specific projects, especially research and scholarships, rather than for general purposes.

CORPORATE FOUNDATION AFFILIATES

The sixth section of our survey was devoted to corporate foundation affiliates. There are two theories with respect to the foundation principle of a fund raising, corporate affiliate of a university. One theory holds that a university itself has greater appeal to prospective givers than a foundation, a separate corporation. An opposite theory is held by those who believe that a foundation has greater appeal than the public university itself because the foundation tends to counteract the reluctance of people to make gifts to institutions they regard as tax supported.

There are at least three other reasons why foundations have been established at many universities:

1. University charters in some cases are not sufficiently adequate for handling gifts and endowments.
2. Private gifts to a foundation may have the advantage of being able to foster certain programs that could not be accomplished with public monies.
3. Separation may provide for more effective administration of fund raising.

It seems that many believe that solicitation by both the university itself and its affiliated foundation can be worked out harmoniously.

While both together (the university itself and the foundation) or either alone seems to work satisfactorily, the situation among universities can be summarized thus: If the university in question has sufficiently broad powers by its charter or constitutional authority it tends not to resort to a separate corporate affiliate. The university attempts to preserve appeal through its own entity. If, on the other hand, the university is somewhat limited in authority granted to it by the state in handling gifts, endowments and investments, the tendency is to supplement the university with a foundation.

ALUMNI FUNDS

As the seventh item in the survey, annual alumni funds were discussed. Alumni funds have been promoted in private colleges and universities for a great many years. For a long time it was felt that alumni funds in public institutions would not have sufficient appeal to be successful. In the past decade or so, however, many public universities, both large and small, have started alumni funds with most encouraging results, and it is now believed that they can become a significant program in any university, not alone as a financial benefit but also as a stimulus to active and interested alumni relations, so important to every institution today.

Most universities feel that alumni funds should be kept within the institution itself rather than placed in a foundation, though naturally there are a number of instances in which alumni funds are operating successfully under the foundation principle.

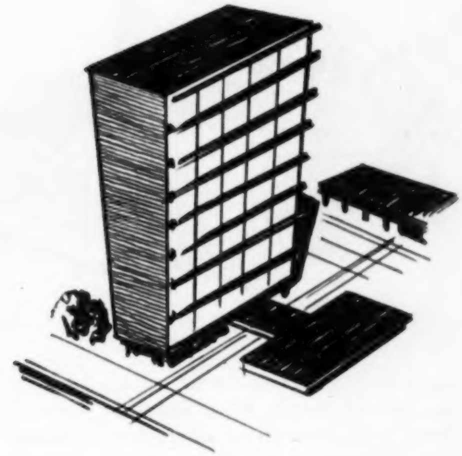
The importance of public relations in all fund raising programs came to the fore in the survey. Public relations as a necessary adjunct in fund raising received frequent mention. The fund raising department of one large university, for example, lists as No. 1 among its aims and objectives: "To assist in the public relations of the university, especially in those aspects which will lead to improved financial support through gifts, grants and bequests."

The interest of business and industry in the financing of higher education has recently been focused in the formation by businessmen of the Council for Financial Aid to Education, Inc., which will operate a three-year project on a total budget of $600,000 in grants from the Ford Foundation's Fund for the Advancement of Education, the Sloan Foundation, and others. This council will serve in an advisory and cooperative capacity, both to prospective contributors and to educational institutions.

Among private colleges and universities there has been a significant expansion of regional cooperative organizations to deal with business and industry. Such statewide groups are notable in Ohio, Indiana, Iowa and Minnesota.

This whole subject of business and industry giving to education has been stimulated in recent months by the Princeton Case, in which a New Jersey superior court ruled that corporations could legally make gifts to educational institutions. Prior to this court decision, there was a certain reluctance on the part of corporation officials to make gifts that might infringe upon the legal rights of stockholders. It is felt by many that corporate giving to higher education will be greatly enhanced now that its legality has been established by a superior court case. The judge said in this opinion: "Such giving . . . when considered in its essential character . . . may well be regarded as a major . . . corporate power." On appeal, the supreme court of New Jersey affirmed in all its aspects the ruling of the superior court.

In conclusion, it perhaps can best be said that today's typical college or university has an organized plan with specialized, full-time personnel for fund raising. The size of the organization and the extent of the program vary somewhat among institutions, but common to each is an established principle of a sustained, long-range endowment program.



Before a building rises at the University of Wisconsin, at least three faculty committees have been at work on it.

Campus Planning by the Committee Method

A. F. GALLISTEL
Director of Physical Plant Planning, University of Wisconsin

IT IS ESSENTIAL FOR EVERY INSTITUTION, educational as well as industrial, to plan for the future in accordance with a predetermined plan. In no other way can planning and construction be done in an orderly and comprehensive manner. Unfortunately, it is true that no plan can be made that will be good for all time, and it must therefore be expected that changes in the plan will become necessary.

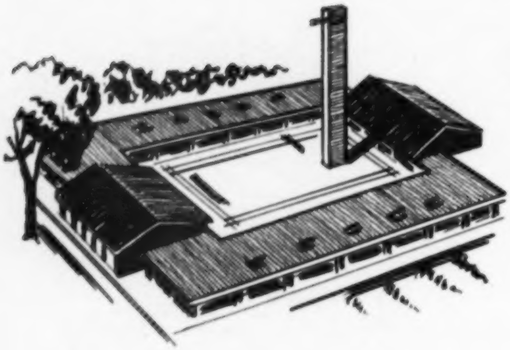
After an institution has determined that a plan is to be made, it is necessary to set up an organization that will work with the technical staff that does the actual planning. Usually only one or two members of this group will act as liaison officers between the planning group and the technical staff.

There is a growing tendency for the larger institutions to organize their own planning departments. These may employ consulting service when that seems desirable. In some instances commissions have been set up consisting of several architects or architectural firms, sometimes including landscape architects.

The composition of the campus planning commission at Wisconsin was determined upon after considerable study in an effort to give all interested parties or groups representation. There are, in fact, two major committees. One is designated as the steering and master plan committee and the other as the campus planning commission.

The steering committee is composed of the vice president of academic affairs (chairman), vice president of business and finance, dean of the college of engineering, dean of the college of letters and science, secretary of the state plan-

From a paper presented before the Association of Physical Plant Administrators, Auburn, Ala., 1953.



The sketches are by William W. Caudill of Caudill, Rowlett, Scott & Associates, architects and engineers, Bryce, Tex.

ning board, an alumnus of the university, and the director of physical plant planning. The director of physical plant planning is the planning officer for the committee and the liaison officer between private architects employed on specific building projects and the state engineer and state architect. The steering committee is a comparatively small group that operates similarly to a board of directors.

The campus planning commission is a large group giving representation to all phases of campus interest, composed as follows: president of the university (chairman), vice president in charge of academic affairs, vice president in charge of financial affairs, vice president in charge of student affairs, deans and directors of schools and colleges, state engineer, state architect, secretary of the state planning board, director of physical plant planning, director of residence halls, three regents (selected by the board of regents), secretary of the regents (secretary of the commission), two alumni (selected by the director of the alumni association), three members of the faculty (appointed annually by the president), a representative of the physical education department (appointed annually by the president), and additional faculty members appointed by the president from time to time for specific purposes and periods of time. These are standing committees whose membership changes only with changes in personnel of the colleges, except for the temporary appointments noted.

For each building project a committee is appointed by the president, composed of several members of the department concerned, the secretary of the faculty, and the director of physical plant planning. Obviously it is the function of this committee to do the actual detailed planning of a specific project. Members are usually appointed when a project is in the "request" stage, and if an appropriation is made available the committee carries through until the structure is completed.

One of the committees in this group is the utilities committee, which has indefinite tenure. The committee is composed of the director of physical plant planning (chairman), the superintendent of buildings and grounds, state chief engineer, university power plant engineer, city of Madison water works superintendent, university chief electrician and chief plumber. Under supervision of this committee studies for a steam generating plan and for steam, electric, sewer and water distribution systems have been made by consulting engineering firms.

It is the function of the steering committee and the campus planning commission to develop a campus plan and to prepare requests for new buildings and other campus structures. Detailed estimates and small scale sketches are made for presentation of these projects to the board of regents and, through them, to the legislature.

After an appropriation has been received for a specific project, the building committee prepares a program and preliminary plans are usually made by the department of physical plant planning. If the state architect's staff is available, working drawings are made by it. If not, a private architect is employed with approval of the state engineer and state architect after a committee recommendation is made to the board of regents.

The building committee works directly with the architect selected and, after satisfactory preliminary plans are developed, recommends approval by the state engineer, state architect, the steering committee, the campus planning commission, and the board of regents. If approved, authority is granted to proceed with working drawings. When completed these are submitted for approval through the same channels and, if approved, authority is granted to advertise for bids. Contractors usually are given six weeks to figure the jobs, and bids are firm for a period of 45 days after date of bidding. Almost without exception contracts are let to the lowest bidder and bonds are required for faithful performance of the work.

After construction has started, the director of physical plant planning is the liaison officer between contractor, architect, state bureau of engineering, and the building committee, and it is his duty to approve all certificates and change orders. He is in constant touch with the clerk of the works and the architect on each project and makes monthly progress reports to the board of regents.

The Services of Management Consultants

. . . are not properly understood by many persons in higher education. Raymond W. Kettler of Purdue University will discuss in the August issue the factors that should be considered in an evaluation of the services of a management consultant.

Principles formulated to serve as basis for

Future Campus Planning

EDWARD L. PRYCE

Landscape Architect, Tuskegee Institute, Tuskegee, Ala.

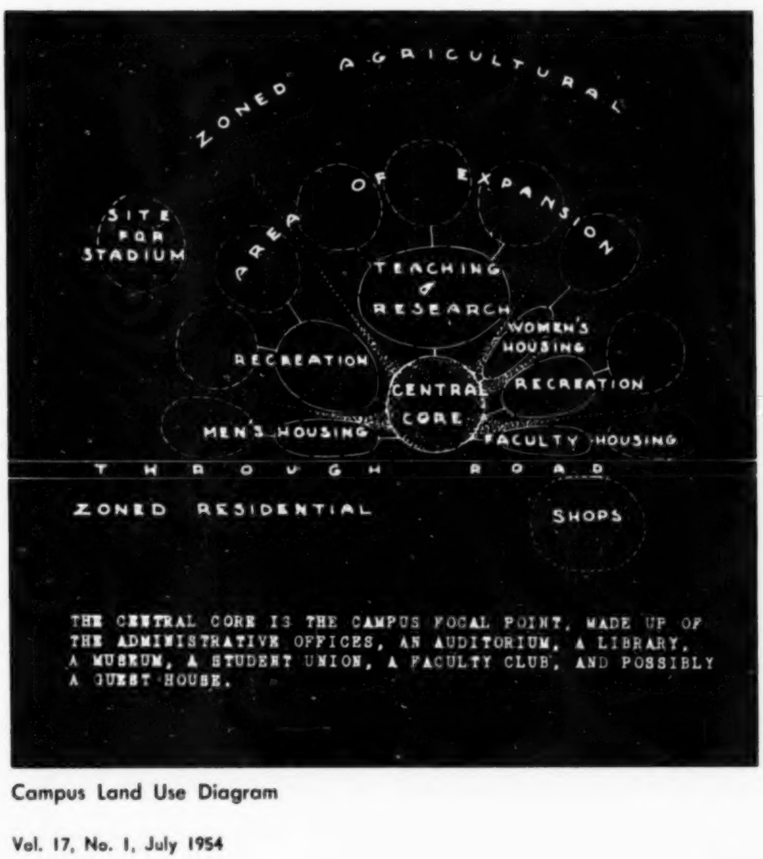
INCREASED ENROLLMENTS, OBSOLETE and temporary buildings, increased number of automobiles, and lack of space for adequate expansion are the most frequent causes of the present chaos on our campuses. These conditions are expensive, nerve-racking and ugly.

Careful planning for the future can eliminate the most harrowing of these conditions. The planning of educational plants to provide for the unpredictable future is a challenging task. It will call for the utmost collaborative effort on the part of both academic planners and physical planners.

Unfortunately, many of the objective data needed to guide the planning do not exist. Such data include student population problems, optimum space requirements, optimum size of institutions, full-time plant use, effects of new educational methods, and new materials and methods of construction. The sheer magnitude of the problems confronting campus planners is enough to warrant caution. No static planning should be attempted. Rather, the campus should be planned as a dynamic organism, with strict control of its development in the hands of a group of experts sensitive to changing conditions and cognizant of the institution's educational objectives.

Such a plan would be based upon a scheme of organization of the institution's functions and would be guided by a reasonable set of objectives and principles of campus planning.

The following principles were formulated to serve as a basis for a generalized plan. Only the essential principles have been included here.



Campus Land Use Diagram

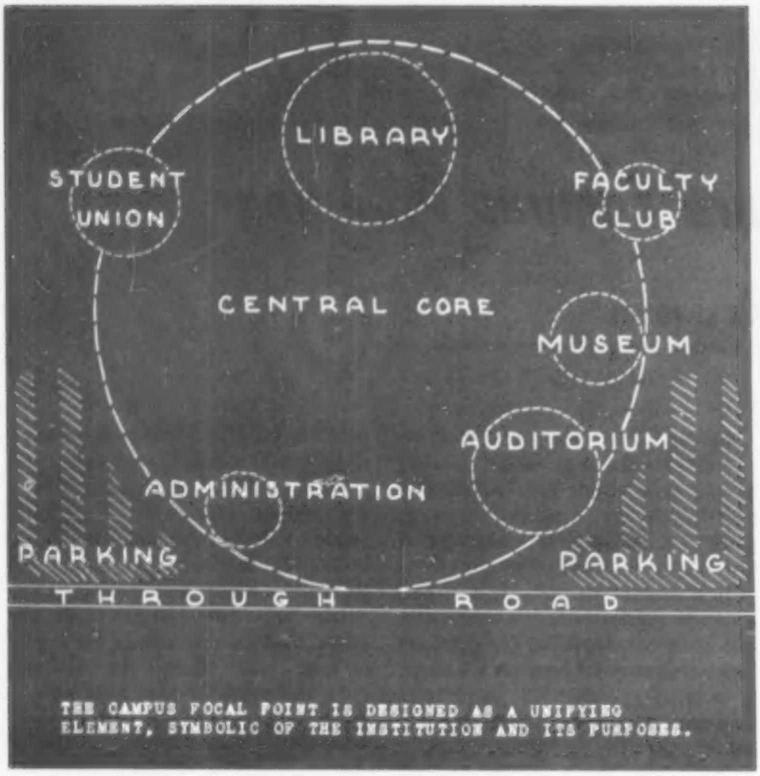
COMMUNITY RELATIONSHIP

1. *The plan must lend itself to the easy movement of people, ideas and material between the college or university and its community and region.*

Education does not take place in a vacuum. The student must be made aware of his physical, social, economic and political environment by bringing it into the classroom and by taking the classroom out into the community. There must be an integration of town and gown. Some aspects of this integration that must be recognized in campus planning are adequacy of access by foot or mechanical means, provision of facilities for spectator sports, provision for public attendance at concerts, special lectures, museums, and sometimes use of the college library and meeting rooms. Provision should also be made for a multitude of shopping needs, both on and off campus.

A well designed campus is an esthetically pleasing element in a community. This is particularly true if the campus is located on a commanding site or is provided with a tall element that can become an important visual feature of the landscape. Such a focal point would consciously or unconsciously help to identify the community with the college.

This close college-community relationship indicates the need for the collaboration of campus planners with



Focal Point Diagram

city and regional planners. Integration of the campus plan with the city and regional plan will make possible the protection of the campus from the encroachments of objectionable land usage and will possibly aid planners in alleviating circulation and parking problems originating off campus.

To achieve a close relationship between campus and community, it will be necessary to locate the administrative services, museum, library, auditorium and meeting rooms close to the main entrance. This arrangement will allow for the segregation of non-campus traffic and will minimize interference with internal circulation. The stadium and other spectator sports areas should be served by peripheral roads and provided with adequate parking facilities.

LAND USE

2. *The land use plan should be comprehensive and long range, with a high degree of flexibility, reflecting an ideal relationship of departments, effectuated by a continuously functioning planning body, and used as a basis for immediate planning decisions.*

The land use plan must be comprehensive; it must include the whole campus, surrounding farmland, if any, and the immediate community. In order to be carried out effectively, the land use plan must be long range; it must cover an expanse of several generations, during which time some of the existing structures may be torn down and their replacements properly located. The land use plan should set up a logical relationship between the use areas. These areas for planning purposes would include the central core (administration, library, student union, faculty club, guest house), academic, housing, recreation and service areas. Adequate space should be allowed in each area for probable and unforeseeable expansion. The land use plan, being general, is capable of considerable flexibility, yet control of the relationship between the various departments will prevent chaotic growth.

To create an orderly campus, all immediate planning decisions should be based upon this plan. To facilitate the working of the land use plan, a campus planning committee or other agency with continuing authority should make all planning decisions.

The nerve center of the campus would be the locus of the central core and other integrating elements. Radiating out from this center, the library in particular, would be the academic buildings housing the general college or liberal arts college. The next ring would be the location for the more specialized studies, with subfocal points for groups of like interests. Housing and recreation for faculty and students would form the fringe of this scheme. Each of the use areas so designated must be of sufficient size to allow for expansion. The universally accepted 10 minute break between classes is still operative in limiting horizontal spacing of academic buildings.

THE FOCAL POINT

3. *There should be a central unifying element serving as a focal point, symbolic of the school and its purposes, around which the life of the school will revolve.*

The objective of the campus plan in setting up a focal point is to use it as a countermeasure to educational specialization. It is felt that a central point on the campus, where students and faculty could rally, mill around, or walk through on their daily journeys, would help to create a fellow feeling and establish close personal relationships among the colleges or departments. This socially unifying element would take on the character of the Greek and Roman forums, helping to create the much sought after democratic unity. It would also help to give the student a concept of his special field in relation to the whole university.

This focal point and control center also would be a major source of contact between the college and the community, with many community centered activities stemming out from the various elements. Such a central core would become the symbol of the whole college or university, helping to create an esprit de corps among students, faculty and community.

CIRCULATION

4. *The principle on which the circulation plan should be based is that the campus is to be considered primarily for pedestrians; any vehicular traffic, other than service, should be restricted to roads that will not interfere with pedestrian traffic.*

The objective of the campus plan in relation to circulation is to provide safe, convenient and efficient facilities for the movement of people and material, at the same time through the land use plan helping create the feeling

of pleasantness and serenity so essential to the collegiate atmosphere with its connotation of high intellectual endeavor. This feeling is difficult to achieve in the midst of the offensive noises, sights and odors of automobile and truck traffic.

The safety of the student should be uppermost in the mind of the campus planners at all times. Safety should outweigh any convenience or time-saving feature that would allow vehicular traffic, other than service, to criss-cross the campus.

All campus access and service roads should be designed to discourage fast, through traffic. Parking should be adequate and reasonably convenient to all buildings for the faculty and staff. Parking spaces for students should be adequate and located near residence halls or other convenient locations.

Footpaths should be free of all hazards and adequate to meet peak loads. A minimum width of 10 feet should be adhered to between buildings to allow access for service and fire-fighting vehicles. Broad paved areas where students can congregate may be built at strategic spots to serve as sub-foci for student groups of like interests, as between the natural science buildings or the engineering buildings.

FLEXIBILITY

5. *Buildings for teaching and research should be flexible internally and possibly portable or temporary to combat early obsolescence, in view of the fluid state of educational content and methods.*

The objective in the construction of academic buildings is to house effectively the maximum amount of educational and research activities. But since educational and research activities are subject to constant change, it is felt that the academic ends of the college or university would be better met by a type of shelter that would allow for extreme flexibility and even movability.

The thought of designing college buildings to express their purposes fully brings to mind the hackneyed subject of harmony *versus* disharmony among campus buildings. It must be recognized that a college building is a tool of education and not just a stage setting. Harmony is not achieved by a bare repeating of existing "architectural character," but must grow out of skillful handling of the site, building heights, mass, color and texture.

The question of monumentality is particularly difficult in private institutions where donors presenting buildings as memorials have great influence in determining the character of those buildings. The idea of buildings conceived as temporary or movable would be difficult to sell to such donors. But such buildings must be seriously considered, in view of the fluid state of educational concepts, content and method.

Joseph Hudnut, former dean of the Harvard Graduate School of Design, sums up the matter of designing in the present for an unpredictable future when he says, "If we make drawings, we must project upon them only the facilities for such activities as are now taking place — or about to take place. Reserve plenty of ground for development; provide for the expansion of buildings — or their contraction—and when in doubt, make free use of *temporary construction.*"

HOUSING

6. *Living quarters for a majority of the students and faculty should be provided for on the campus, convenient to outdoor recreation areas, the student union, and the library.*

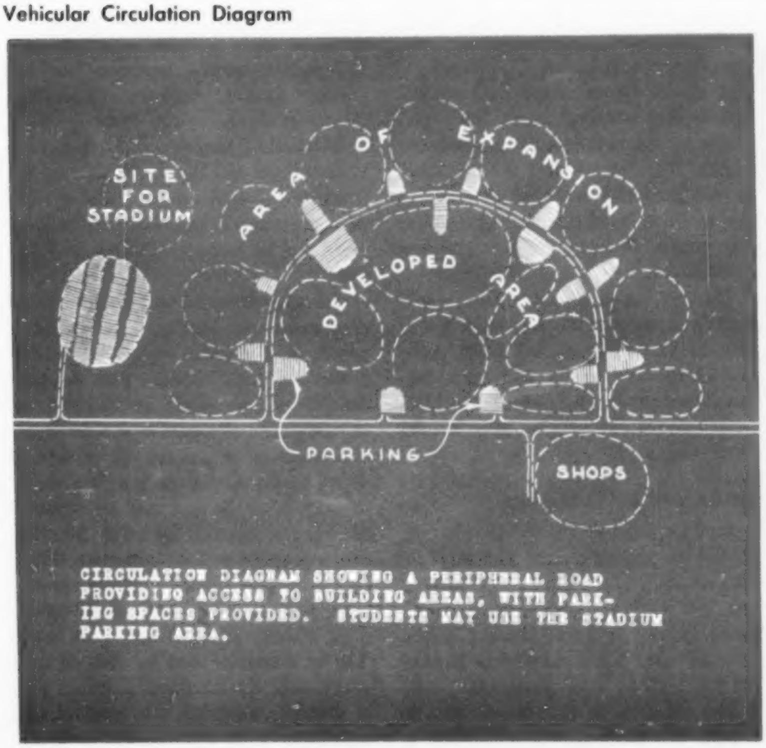
The objective of the campus plan in relation to living quarters for students and faculty should be to create a true community of scholars where living and learning will be a continuous process and where the various groups of specialization will be brought together.

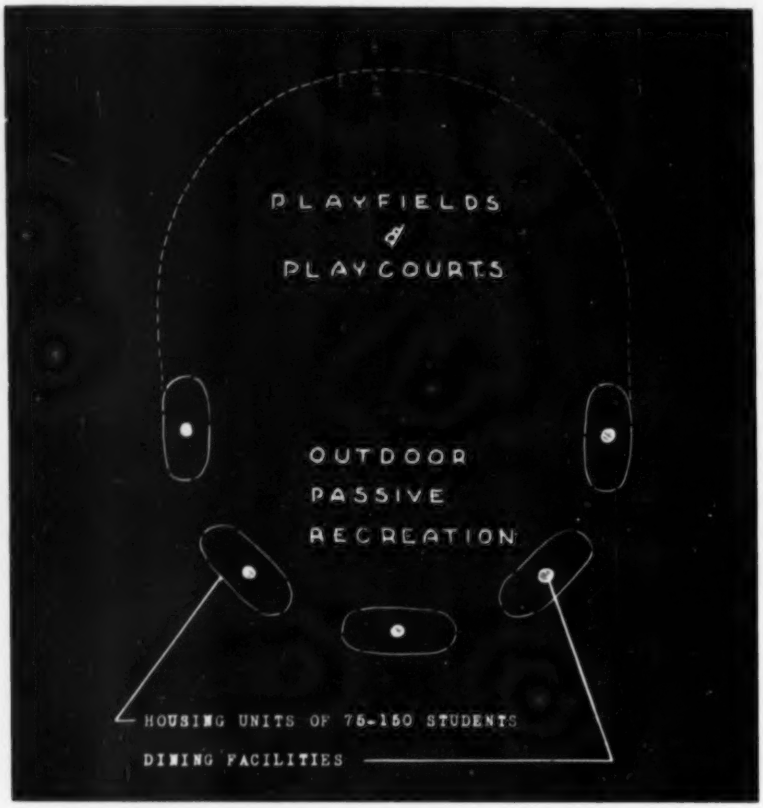
Robert M. Strozier, dean of students at the University of Chicago, explains this idea of living and learning more fully when he says, "When people live together with the special purpose of learning, learning must permeate everything. The classroom is the beginning, not the end, of the experience. The exchange and flow of ideas may commence in the classroom or stem from the library, but they must not terminate in either. Morals, ethics and politics, as well as hygiene and social skills, are not academic subjects; they involuntarily intrude into our daily lives."

If the foregoing statements are valid for students, they should be equally true for faculty members, who may be considered as scholars of faculty rank.

The problem of housing married war veterans was met and partially solved by our colleges with the construction of temporary shelters, both on and off campus. The problem was handled as an emergency matter, but with the increasing number of mature students engaged in undergraduate and

Vehicular Circulation Diagram





Housing and Recreation Diagram

graduate courses, the married student must be accepted as a permanent fixture and his welfare provided for while he is living his learning.

Residence halls should be arranged to facilitate healthful living and the important study function, where privacy is essential. The units also must be designed to promote the social or group feeling, and to stimulate individual initiative and civic awareness.

Areas designed for active recreation should be located near the residence halls for spontaneous play.

RECREATION

7. *Adequate facilities for both active and passive recreation should be provided for the students and faculty.*

The objective of the campus plan in relation to recreation is to provide adequate facilities for physical and mental relaxation, to the end that healthy minds and healthy bodies will be produced and maintained. The years of maturity, from 18 to middle age, is the time of the body's greatest development. The growth stages are past but, to maintain physical efficiency, exercise of the body is a necessity.

In addition to the areas and facilities usually required in programs of physical education, one or more play spaces for unorganized spontaneous play should be provided near student and faculty housing areas. Such play spaces would include a flat grassed area large enough for playing touch-football or softball, and multipurpose courts that could be used for playing badminton, tennis, volleyball, basketball and shuffleboard.

The area for passive recreation would include the whole campus, which would provide secluded wooded areas, park-like areas with lawns and trees, and more centrally located paved social areas with comfortable benches grouped for conversation.

LANDSCAPE DEVELOPMENT

8. *The natural beauty of the site should be preserved and enhanced by skillful design to assume dominance over the building groups, such dominance helping to create the real monumentality and unity needed to express the institution's high purposes.*

The objective of the campus plan in relation to landscape development is to establish an environment reflecting the functions and ideals of the institution which will have a positive educational value through conditioning the student to appreciate some of the nobler aspects of living.

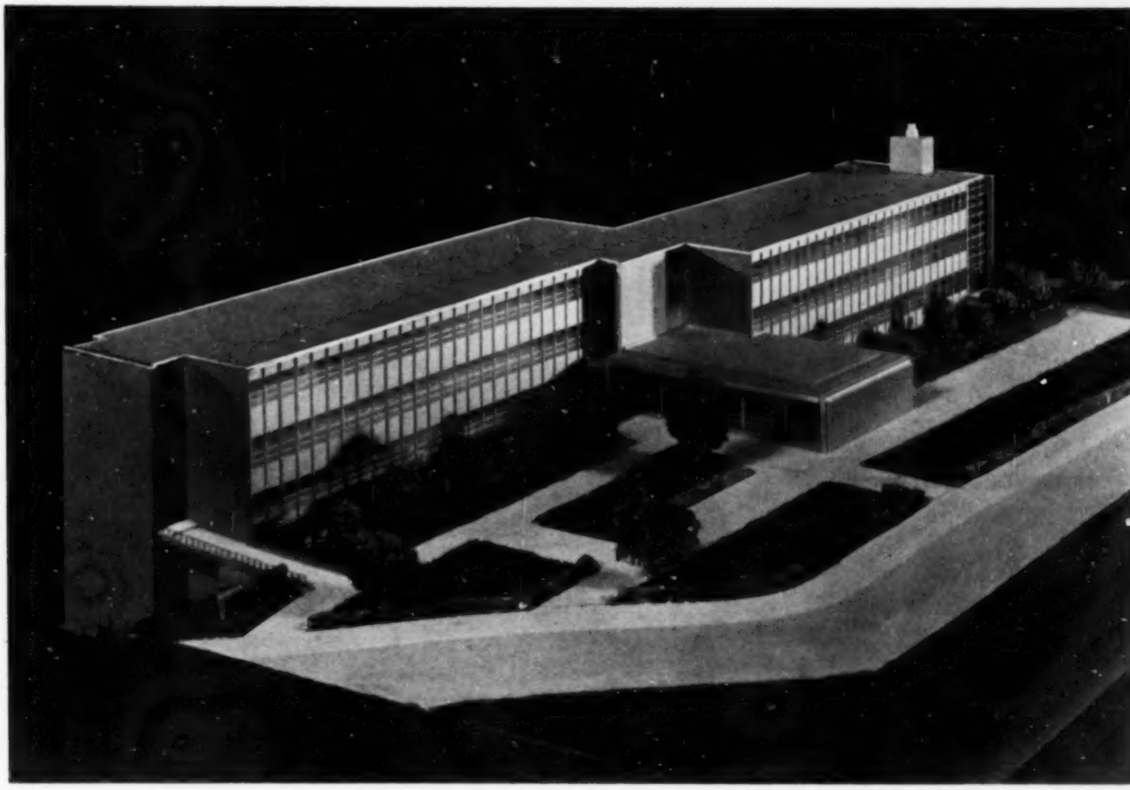
The campus plan must be not only functionally efficient but, as an education tool, also must provide an opportunity for creating great natural beauty. For it is generally accepted among educators that the environment of the college and its community is as important in the lives of the students and faculty as the educational activities enclosed within the buildings. It is high time that the esthetic elements of campus planning be recognized as positive forces and not as frosting on the cake of academic buildings. A good balance of open spaces must be adhered to in planning and not usurped by expanding building programs.

Landscape development encompasses the design, construction and maintenance of all spatial elements on the land except the buildings. These elements include roads, bridges, culverts, parking spaces, street furniture, paths and other pedestrian areas, steps, ramps, walls, fountains, lakes, streams and all growing plants.

The landscape designer should try to integrate man and nature by merging the isolated structural elements with planting in a larger spatial design continuous with its surroundings. The designer must achieve a nicely balanced relationship between the enclosing spatial elements — buildings, trees and shrubs — and open spaces.

Maximum utility and minimum maintenance should be the criteria for landscape development. Good quality in materials and craftsmanship will be rewarded in satisfaction and low upkeep.

Adequate maintenance assumes large proportions in landscape architecture, which is dependent to a considerable extent on plant forms. The designer should key his plans to the amount of labor and equipment available for maintenance. A general rule-of-thumb, found to be useful in gauging maintenance labor, is that one experienced gardener is needed for every 10 acres of the average park-like campus, where grass and trees predominate. A separate crew for handling mechanized equipment should be maintained, in addition to a smaller core of trained men who would do the more technical jobs of pruning, spraying, tree surgery, and planting.



Model of Carnegie Tech's new residence hall.

Facilities for 243 undergraduates in this

MEN'S RESIDENCE HALL

MARIAN JAFFURS

Editor, Carnegie Tech News, Carnegie Institute of Technology

AT THE END OF WORLD WAR II, BEcause of returning servicemen and consequent expansion in size of the student body, an acute housing shortage developed at Carnegie Institute of Technology. To bring about an immediate solution to the problem, temporary Federal Public Housing Administration units were constructed on the campus.

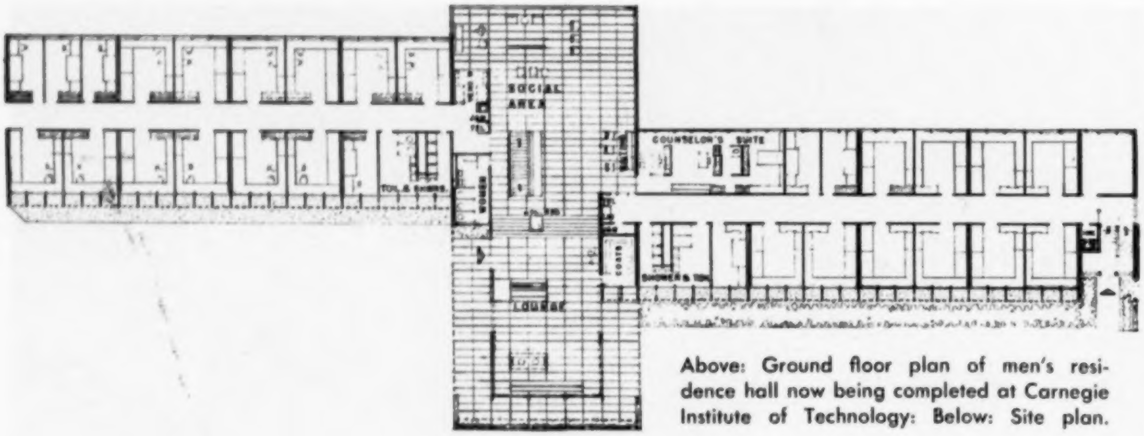
From the beginning, Carnegie officials recognized their responsibility to tear down these temporary buildings as soon as possible and to replace them with adequate living quarters. The F.P.H.A. units, or "barracks" as they were called by students, were considered an eyesore in contrast to the ivy-covered brick buildings around them.

With this housing problem confronting it, the Carnegie Tech board of trustees, as far back as May 1950, authorized preliminary studies to be started on a new residence hall for men. The Korean War, however, causing uncertainties in enrollment prospects, scarcity of building materials and, consequently, a questionable financial situation, forced the trustees to shelve plans for construction until a future time.

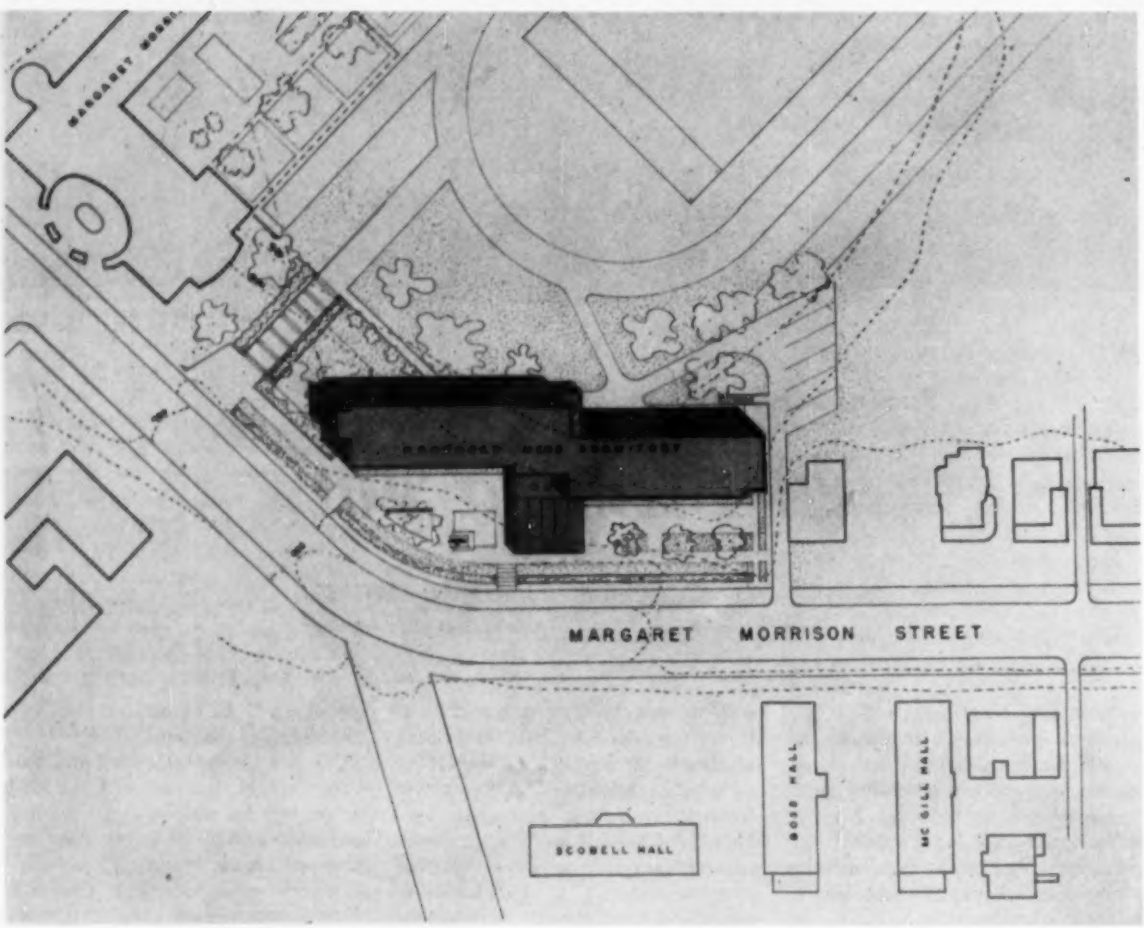
Finally, in April of last year, the announcement was made that a men's undergraduate residence hall would be built. Construction started last August and it should be ready for occupancy in September. On completion of the new building, the present barracks will be razed and the area returned to use as playing fields.

The site for the new residence hall is the Carnegie Inn corner. Once used for recreational purposes, the inn had seen little activity in recent years because of a new $1,800,000 women's dormitory equipped with extensive recreational areas and also of the Carnegie Union, used as a student organization center. After careful study of all the possible sites, it was decided to raze the inn since this location necessitated a minimum of excavation and fill, and therefore effected economies not possible at some other location.

The residence hall, which will provide facilities for 243 students in 34 single rooms and 85 double rooms,



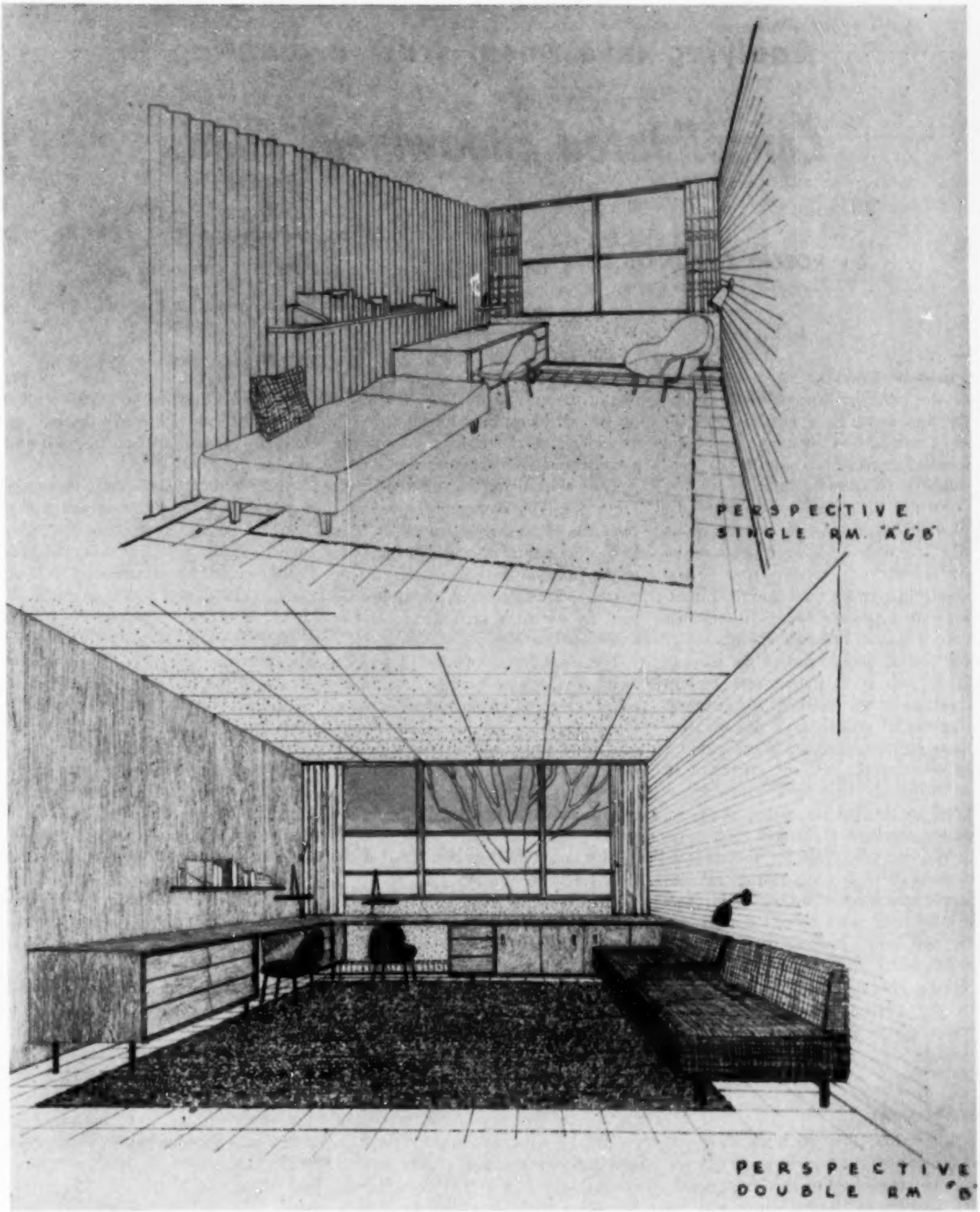
Above: Ground floor plan of men's residence hall now being completed at Carnegie Institute of Technology: Below: Site plan.



is contemporary in design—more modern, in fact, than any existing Carnegie building. Estimated cost of the new structure is $900,000.

Since the new building stands at a turn in the street, it is a two-wing dormitory joined on a typical floor by lounges. From the street side, three floors show—the ground floor and two above. The ground floor is so designed as to provide between the two wings a major social area composed of entry vestibule and two lounges, approximately 40 by 28 feet and 40 by 50 feet, arranged on various elevations. This spacious arrangement will provide for social functions, dances and other events staged by all residence halls and for other campus programs. At the level below, additional provision has been made for social events by the inclusion of more lounging areas, game rooms, visiting men's and women's restrooms, powder rooms, and coat rooms.

Each wing has approximately 31 beds, self-contained with shower, toi-



let, linen, janitorial and other accommodations required. The single rooms, approximately 133 square feet, and the double rooms, averaging 195 square feet, both inclusive of closet space, are arranged so as to provide a modern, quiet background for study and rest.

The building has been constructed of steel frame, bar joists with concrete slab above it being used. The concrete slab is being covered with asphalt tile flooring. Ceilings are of metal lath and plaster except in the corridors and lounges, where acoustical tiles are used.

Vertical circulation is provided by means of a central stair connecting the social and lounging areas and by terminal stairs at the extremities of the structure. Vertical plumbing and the heating utility risers and returns are planned in chases so as to be readily accessible for repair and replacement. The new building will be heated from a central heating plant.

Architects are James A. Mitchell and Dahlen K. Ritchey of the Pittsburgh firm of Mitchell and Ritchey.

Applying investment trust accounting to

Consolidated Endowment Funds

ROBERT D. FUNKHOUSER
Controller, Dartmouth College

I SHOULD NOW LIKE TO REVIEW SOME of the practical aspects, some of the technics, as we have worked them out at Dartmouth College in applying investment trust accounting to consolidated endowment funds.

In the first place, we follow the plan of establishing the market value of our already held investments at the end of each calendar quarter. Some investment trusts establish their market values twice a day. We feel that once a quarter is often enough under the normal fluctuations of the market. If at any time there were violent changes in the market, and we felt that market prices should be calculated more frequently, we could easily do so. In other words, we are interested in adjusting for the longer term fluctuations in the market rather than the minor day-by-day changes.

We use this price for the transactions of the following quarter. For example, the share value we establish as of March 31 is the share value we use for new money coming in and for old shares being retired during the period April 1 through June 30. This gives us the advantage of being able to tell a donor the price at which his fund is entering the pool, that is, how many shares in the pool his fund buys.

WORK SHEET

Illustration 1 is the work sheet we make out at the end of each quarter for the calculation of this share value. I have included figures which may be helpful in following its use, figures which in this, and all other illustrations, are largely fictitious.

The first section (lines 1 to 8) covers the details of establishing the number of shares in the pool at the end of the current quarter. We prove by the calculation on line 8 that the arithmetic of the transactions of the quarter were handled correctly.

The second section of the form (lines 9 to 12) is merely for the convenience of having a record on this form of the over or under investment of the funds at the end of the current quarter. The figure so developed is used in the next section (on either line 14 or line 15).

The third section (lines 13 to 19) establishes the *net* market value of assets at the end of the current quarter. (In this section we deduct two funds which are not funds in the sense of participating in the pool. They are considered on a strict book value basis, are not assigned income, and therefore are not assigned shares. The reasons for this need not concern us here, since these funds are unusual.)

The fourth section (lines 20 and 21) provides for the arithmetic of getting the new share value—the value used for pricing new shares or retiring old shares in the *subsequent* quarter.

WORK LEDGER CARD

Having once developed the price per share, and then the number of shares, for the new fund, you may wonder in what manner we keep a record of these shares. Different persons would do this in different ways, but we like what might be called an *annual* "work ledger card." Examples of the use of this card are shown in Illustrations 2 and 3.

Illustration 2 shows a new fund of $10,000 received Oct. 15, 1952. The price per share determined on Sept. 30, 1952, was $1.23764, as we have just seen. This bought 8079.90 permanent shares (column 3), but for the particular year only the shares for the distribution of income were 50 per cent of this number, 4039.95 (column 5), because the fund was invested essentially for only half of the fiscal year ending June 30, 1953.

Illustration 3 shows a fund carried forward from the previous year with a book value and permanent shares as shown on line 1. Then additional gifts were received for this fund, $5000 on July 15, 1952, and $5000 on April 10, 1953. The price per share as of June 30, 1952, was $1.25540. This allowed the purchase of 3982.79 *permanent* shares by the July 15, 1952, gift (line 2). The *distribution* shares for this gift for the particular year were 75 per cent of that number, since the gift was invested essentially for only three-quarters of the year. The March 31, 1953, price per share was $1.24503. This allowed the purchase of 4015.97 permanent shares by the April 10, 1953, gift, but *none* of the latter figure was included in the base for the current year's distribution since it came in during the last quarter of the fiscal year (line 5).

The distribution base of this fund for 1952-53 was thus 29,778.34 shares (line 7, column 5), which, times the rate of 0.05029, gave income for the year of $1497.55. By the terms of the gift establishing this fund, one-half of the year's income is to be added to principal. Because this addition was made as of July 30, 1953, the price per share on March 31, 1953, was used. The calculations for this addition to principal were made on line 8, which made totals for the year as shown on line 9.

In this connection, it will be noted that we use quarterly periods in assigning the proportion of the first year's income. These periods do not necessarily need to be the same as the periods used for determining the price per share. The year, for this purpose,

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This is the second half of a paper presented at the annual meeting of the Eastern Association of College and University Business Officers. Part 1 appeared in the June issue.

Illustration 1—Application of Investment Trust Accounting to Consolidated Endowment Funds

COMPUTATION - SHARE VALUE

Date 9/30/1952

Line			(a) Shares	(b) Market Value of Assets
1	At end of last quarter, previous worksheet		20,347,900	25,544,754
2	New money received during current (1st) quarter			118,575
3	Price per share, end of last quarter (Previous worksheet)	1.25540		
4	New shares (line 2 ÷ 3)		94,452	
5	Old shares retired during current quarter		−66,876 (red)	
6	Money taken out during current quarter (line 5 × line 3)			−83,956 (red)
7	New totals, end of current quarter		20,375,476 (A)	25,579,373
8	Proof of price per share, line 7 column b ÷ column a (must be same as line 3 above)	1.25540		

PARENTHETICAL RECORD OF OVER OR UNDER INVESTMENT OF FUNDS (END OF CURRENT QUARTER)

9	Investments (Book)	22,657,319	
10	Funds (Book) including Investment P & L	22,889,980	
11			over —
12			under 232,661

13	Market Value of Assets, end of current quarter		26,958,243
14	Add: Under investment (cash) as above		232,661
	or		
15	Deduct: Over investment (as above)		—
16	Sub-Total		27,190,904
17	Deduct: Dormitory Depreciation Reserve	−1,248,400	
18	Deduct: Income Stabilization Reserve	−725,000	−1,973,400
19	Net Market Value of Assets, end of current quarter		25,217,504 (B)

20 Price per share $= \frac{\text{market}}{\text{shares}} = \text{line } \frac{19}{7} = \frac{B}{A} = \frac{25{,}217{,}504}{20{,}375{,}476}$

21 1.23764

could be broken down into a different number of periods, say six, eight or even 12. Our reason for using four periods during the year is mainly to allow for the "drag" between the actual receipt of the gift and the time (1) when the money is invested and (2) when such investments return income.

Entries are made on these cards only when new money is received or when old shares are retired. For any year this is usually a small proportion of the cards. However, the time required to prepare a card for each fund each year is inconsequential when consideration is given to the use made of the cards. In addition to the uses already illustrated, we use them in the preparation

Illustration 2—New Fund Received Oct. 15, 1952

DARTMOUTH COLLEGE • HANOVER, NEW HAMPSHIRE

Calculation of Income on AE Funds — Year 1952-53

FUND: EDWIN B. SMITH MEMORIAL — GP-AF-In-Li-Pr-Sch-SA-Oth FFEU-FFEO-WJT

	1 Book Value	2 Price per Share	3 Permanent Shares	4 % of Yr.	5 This Year's Shares
1 TOTAL 6/30/52		—		100.0	
2 New Money: * 1				75	
3 (*Quarter of 2	10,000.-	→ 1.23764	8,079.90	50	→ 4,039.95
4 year in which 3				25	
5 received) 4				0	
6 Total (lines 2-5)	10,000.-	—		—	
7 Sub-Total	10,000.-	—		→	4,039.95
8 Additions -- Post-distribution					
9 TOTAL 6/30/53	10,000.-	—	8,079.90	INCOME: *	203.17

Notes:

TO: Scholarships 200.-

Scholarships Reserve 3.17

* at rate of 05029

Illustration 3—Additions to Old Fund Received July 15, 1952, and April 10, 1953, and One-Half Year's Income Added to Principal at End of Fiscal Year

DARTMOUTH COLLEGE • HANOVER, NEW HAMPSHIRE

Calculation of Income on AE Funds — Year 1952-53

FUND: JOHN JAY CAMPBELL — GP-AF-In-Li-Pr-Sch-SA-Oth FFEU-FFEO-WJT

	1 Book Value	2 Price per Share	3 Permanent Shares	4 % of Yr.	5 This Year's Shares
1 TOTAL 6/30/52	25,000.-	—	26,791.25	100.0	26,791.25
2 New Money: * 1	5,000.-	→ 1.25540	3,982.79	75	→ 2,987.09
3 (*Quarter of 2				50	
4 year in which 3				25	
5 received) 4	5,000.-	→ 1.24503	4,015.97	0	—
6 Total (lines 2-5)	10,000.-	—		—	
7 Sub-Total	35,000.-	—	34,790.01	→	29,778.34
8 Additions -- Post-distribution	748.78	→ 1.24503	601.42		
9 TOTAL 6/30/53	35,748.78	—	35,391.43	INCOME: *	1,497.55

Notes:

TO: ½ Added to Principal 748.78

½ Profit and Loss 748.77

* at rate of .05029

of the fund schedule for our printed financial report. In this schedule we show the book value but not the share value for each fund both at the close of the previous fiscal year (line 1, column 1), and at the close of the current fiscal year (line 9, column 1) together with the income distributed to each fund for the current year (line 9, column 5). It is easy to type up this schedule directly from these cards.

On several copies of the printed financial report, for reference purposes, we then write in on this schedule—opposite the year-end book value—the permanent share value applicable to each fund as of the end of the fiscal year. These share amounts change *only* when and if new money is added to a fund or when part or all of a fund is transferred. Otherwise, the book value and the share value *both remain constant.*

RETIREMENT OF FUNDS

So far we have considered the effects of the application of investment trust accounting to consolidated endowment funds, particularly as it is applied to the distribution of income to the various funds. There is a second important result of this application, and that is in connection with the retirement of shares.

Endowment funds are, strictly speaking, inviolable as to principal, and thus there is rarely little occasion to transfer such funds out of the pool. There have been cases, however, in which a fund formerly classified as an endowment fund might later be transferred to plant funds, either because of action on the part of the institution permissible under the terms of the gift or because of a change in the terms of the fund by the donor. Furthermore, a growing number of institutions also have various funds "functioning as endowment." Often these are funds unrestricted as to principal but are placed with true endowment funds for a period of time until their exact use can be determined. In the meantime, by investing them in the endowment pool they have the advantages of that pool, both as to principal and to income.

Whenever such funds are retired from the pool the value at which they are withdrawn is an important consideration. If the market has gone down, a transfer out of the pool at book value works to the disadvantage of the other funds in the pool. It is not worth its full book value, since the sale of its proportionate share of the assets of the pool would not bring that much at the current market level. On the other hand, if the market has gone up, to transfer out only the book value does not give credit to the fund for its proportionate share of the increase in value of the assets of the pool.

It is similar to buying securities in the stock market. What is realized from such an investment depends directly on the *price* at which the securities are selling at the time of their sale; similarly with investment trust accounting of endowment funds. When a fund leaves the pool, the shares for that fund are priced at the market value for its shares as determined at the end of the preceding calendar quarter. If the price of its shares is down, that fund realizes *less* at the time of its transfer; if the price of its shares is up, that fund realizes *more* at the time of *its* transfer. These are

Illustration 4—Old Fund Transferred to Plant Funds Jan. 1, 1953

DARTMOUTH COLLEGE • HANOVER, NEW HAMPSHIRE

Calculation of Income on AE Funds — Year 1952-53

FUND: SARAH B. POMEROY — GP-AF-In-Li-Pr-Sch-SA-Oth FFEU FFEO-WJT

	1 Book Value	2 Price per Share	3 Permanent Shares	4 % of Yr.	5 This Year's Shares
1 TOTAL 6/30/52	32,500.-	(.94488)	34,396.88	100.0	34,396.88
2 New Money: 1*				75	
3 (*Quarter of 2		←		50	−17,198.44
4 year in which 3	−44,210.31 11,710.31 #	1.28530	−34,396.88	25	
5 received) 4				0	
6 Total (lines 2-5)	−32,500.-	—	−34,396.88	—	−17,198.44
7 Sub-Total	−0-	—	−0-	→	17,198.44
8 Additions -- Post-distribution					
9 TOTAL 6/30/53	−0-	—	−0-	INCOME:*	864.91

Notes: # with offsetting debit to "Share Retirement Profit & Loss" (gain) — TO: Alumni Fund

* at rate of .05029

Illustration 5—Old Fund Transferred to Current Income June 30, 1953

DARTMOUTH COLLEGE • HANOVER, NEW HAMPSHIRE
Calculation of Income on AE Funds — Year 1952-53

FUND: ANONYMOUS FUND NO. 12 — GP-AF-In-Li-Pr-Sch-SA-Oth FFEU-FFEO-WJT

	1 Book Value	2 Price per Share	3 Permanent Shares	4 % of Yr.	5 This Year's Shares
1 TOTAL 6/30/52	18,000.-	(1.27648)	14,101.29	100.0	14,101.29
2 New Money: * 1				75	
3 (*Quarter of 2				50	
4 year in which 3				25	
5 received) 4				0	
6 Total (lines 2-5)		—		—	
7 Sub-Total	18,000.-	—	14,101.29	→	14,101.29
8 Additions -- Post-distribution	− 17,556.53 − 443.47 #	1.24503	− 14,101.29		
9 TOTAL 6/30/53	-0-	—	-0-	INCOME: *	709.15

Notes: # with offsetting credit to "Share Retirement Profit + Loss" (loss) — TO: Prizes 300.- ; Prizes Reserve 409.15

* at rate of .05029

much the same procedures followed in the administration of the College Retirement Equities Fund.

Illustration 4 shows a fund which at the beginning of the fiscal year had a book value and permanent shares as shown on line 1 (these shares were bought at an average price of $0.94485). Transferring this fund to plant funds on Jan. 1, 1953, when the price per share was $1.28530, gave a value of $44,210.31 (line 4); the plant fund was set up at that figure, with a corresponding debit to associated funds. With a book value in the fund of only $32,500, this entry left a temporary debit balance in this fund of $11,710.31. This balance was immediately closed out by debiting an account that might be called "Share Retirement Profit & Loss," and which for balance sheet purposes we report as combined with "Investment Profit & Loss."

Care must be taken in any transfers out of the pool to use as the base for distribution of the current year's income only the number of shares represented by the proportion of the year the fund is in the pool. In Illustration 4, transferred as of Jan. 1, 1953, we used only one-half of the year's shares, the one-half, of course, being the proportion of the year from July 1, 1952, to Dec. 31, 1952.

For the fund in Illustration 5, the July 1, 1952, book value and the number of shares were as shown on line 1 (these shares were bought at an average price of $1.27648 per share). The fund left the pool as of June 30, 1953, retired, let us say, to meet some unusual current expense. Thus the 14,101.29 shares were sold by the pool at the March 31, 1953, price of $1.24503, or $17,556.53 (line 8). Current income was credited with this figure and a corresponding debit made to associated funds. This left a temporary credit balance in this fund of $443.47, which was closed out by crediting the "Share Retirement Profit & Loss Account."

There is a real chance for confusion here, since the "Share Retirement Profit & Loss Account" is *debited* when the fund has increased in value, *i.e.* shown a gain, and the account is *credited* when the fund has shown a decrease in value, *i.e.* shown a loss. This gain or this loss would be offset in the "Investment Profit & Loss Account" if some of the securities of the pool could be sold in exactly the correct proportion actually to *realize* this gain or this loss. And since the "Share Retirement Profit & Loss Account" and the "Investment Profit & Loss Account" are combined for balance sheet purposes, theoretically the *net* effect on the consolidated endowment funds is zero. The gain or the loss has accompanied the fund in the transfer to its new category.

TRANSFER TO "SHARE" BASIS

"How could the transfer to this basis of accounting be handled?" is a logical question. Chandler Foster's article in the October 1952 issue of COLLEGE AND UNIVERSITY BUSINESS answers this question very aptly. I quote:

". . . the share basis of accounting may be started at any time without detriment to present or future funds, since it is only necessary to allot shares to the present funds at the amount which the recorded dollars of each fund can buy in the assets of the pool. Past injustices, if any, are permanently buried, and thereafter each fund is treated equitably in relation to all other funds."

The crumbling wall of

Tort Immunity for Colleges

T. E. BLACKWELL

Vice Chancellor and Treasurer, Washington University, St. Louis

ON MARCH 6, 1954, THE SUPREME court of Kansas[1] opened a new breach in the crumbling wall of tort immunity of the colleges and other charitable organizations when it held the Menninger Foundation of Topeka, Kan., liable for injuries sustained by William B. Noel, a patient of the Menninger Hospital. Until this decision, Kansas had been one of 11 states[2] granting tort immunity to educational, religious and other charitable organizations within their borders.

The accident occurred in March of 1951 when Noel, a mental patient in the custody of a hospital attendant, attempted to cross a public highway near the hospital grounds. He was struck by a passing truck and seriously injured. His wife brought suit against the Menninger Foundation for $25,000 in the Shawnee County District Court. Judge Paul Keize, basing his decision on prior opinions of the supreme court of his state, sustained a demurrer filed by the foundation and denied relief to the plaintiff. Upon appeal to the supreme court, the decision of the district court was reversed and the action was remanded to the trial court with directions to overrule the demurrer and to proceed with the action on its merits.

There was no dissent from the opinion of the supreme court in this case, written by Judge Wertz:

"Plaintiff asks us to review our former decisions and reconsider them in the light of social conditions and tendencies, now prevailing in this country, and place such institutions on the same basis as individuals and other corporations, and to overrule our former decisions and withdraw from charitable and nonprofit institutions the cloak of immunity which now protects them from liability for their torts. . . . These institutions of today have, in many instances, grown into enormous businesses, handling large funds, managing and owning vast properties, much of it tax free by statute, set up by large trusts or foundations, enjoying endowments and resources beyond anything thought of when the matter of immunity was first considered. They have a capacity for absorbing loss which did not exist even a few decades ago. If public policy ever required that charitable institutions shall be immune from liability for torts of their servants, that public policy no longer exists. We now hold that charitable institutions are liable for the torts of their servants from which injuries proximately result to a third person, whether stranger or a patient and whether patient is a paying or nonpaying patient."

MISSOURI CASE CITED

In January of 1954, the supreme court of Missouri had cracked the solid wall of tort immunity for Missouri charitable institutions when it held[3] that the George H. Nettleton Home for Aged Women was liable for an accident involving property which the institution used for commercial purposes, with the net income utilized for the support of the charity. Previously, Missouri, like Kansas, had been one of the few strongly conservative states granting complete tort immunity to educational, religious and other charitable organizations. Justice Coil, in his opinion, declared:

"Our conclusion is, therefore, that Missouri's charitable immunity doctrine has never been extended to protect funds derived by charitable organizations from commercial enterprises wholly unconnected with their charities. . . . We are aware of no consideration involved which would permit us to conclude that 'public policy' requires that we extend immunity from tort liability to an organization while exclusively engaged in such a commercial venture. We deem it far safer and certainly wiser to apply in this case . . . the usually established rules of tort liability until such time as the legislature may determine that immunity should be granted in this type of case."

Within the last few years, Iowa, Mississippi, the District of Columbia, Vermont and Washington have held for the complete liability of charitable organizations, in several cases reversing well established decisions, while Arkansas, Illinois, Maryland, Tennessee and Wisconsin, all of which have been considered as conservative as Kansas and Missouri in their holdings, have knocked one hole after another in the immunity doctrine.

California went the whole way in a very significant case[4] which held the Presbytery of San Francisco liable to a nonpaying child at a vacation Bible School conducted by a distant mission church, because of an accident involving an automobile driven by an unpaid volunteer worker.

The tort immunity of the endowed college in this country may be traced back to the English law of charities, with the doctrine first clearly stated in a case before the House of Lords in 1846.[5] This case has been relied upon since that date for the basis of

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[1] Noel *v.* Menninger Foundation, 267 P. 2d. 934.

[2] Arkansas, Kansas, Kentucky, Maine, Maryland, Massachusetts (excepting torts committed in the course of noncharitable activities), Missouri, Oregon, Pennsylvania (except for noncharitable activities), South Carolina, and Wisconsin (except for breach of a statutory duty).

[3] Blatt *v.* George H. Nettleton Home for Aged Women, 3 C.C.H. (Negligence 2d) 84.

[4] Malloy *v.* Fong, 232 P. 2d. 241.

[5] Feofees of Heriot's Hospital *v.* Ross.

what has been termed "the trust fund doctrine" of immunity of charities, *i.e.* that, to permit a recovery of damages from the trust property would result in a diversion of trust funds from the purpose for which they were given, reflecting a desire on the part of the court to protect these funds from "the hungry maw of litigation."[6]

This has been termed "bad social engineering" by Prof. Edwin M. Borchard[7] and questioned further by Prof. Lester W. Frezer,[8] as follows:

"It is the theory of the present article 'that none of the reasons given for this immunity is satisfactory in the present day and age, that the rule is unjust, anti-social and unsuited to modern conditions, and, finally, that it should be abandoned. . . . This . . . is one of several immunities from liability which remain in the law of torts as the modern heritage of the Georgian and Victorian period of English jurisprudence, in which property and the rights arising out of property were the favorites of the law. It is a remnant of that old England, whose legal institutions and concepts are now shaking off that rigidity of form which was given them by the class-conscious thought of bench and bar . . . which ruled England and formed the pattern for both English and American legal development until approximately the beginning of the present century.'"

[6]Scott on Trusts 2149. Little, Brown & Co. 1939.
[7]Government Liability in Tort, Yale L. Jr. 1, 129, 229 (1924).
[8]Tort Liability of Charities 77 Univ. of Penn. L. Rev. 191 (1928).

GOOD FOOD IS NOT ENOUGH

R. J. LICHTENFELT
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THE OLD ADAGE, "VARIETY IS THE spice of life," could very well apply to residence hall food programs. The adage, however, should not be restricted to food preparation only, for the term "food service" in campus residence halls encompasses more than food. In fact, variety in food may be even of less importance than variety in other phases of the food service operation.

There is agreement that students as well as others would be satisfied with a diet restricted to a half dozen chosen foods. While this subject is doubtless of interest, my purpose is to attempt to point out some factors that influence student attitudes in residence hall food services. These factors are important because they frequently influence good or poor behavior on the part of students.

Many times we hear people, including our own families, express a desire "to get away from it all" and "eat out." They complain of being cooped-up in the same environment and crave a change of scenery! Imagine, then, the feeling of the average student who is forced to eat in the same room, who must look at the same dreary appointments, and who sees the same faces day after day and month after month for a period of four years. Is it any wonder that students explode and gripe about the food, which is usually perfectly good? Food is the one thing in their environment that they can complain of without censorship or fear of retribution.

The underlying causes of these outbursts, in most instances, are not recognized. My contention is that environmental factors may be conducive to harmony among students. Since considerable expense is involved in periodic alterations of buildings and decorations, management is obligated to use its imagination. Efficient and effective management of a college food service requires, certainly, knowledge of food and food preparation; but more importantly, it requires a high degree of imagination. This is an essential. Without it, the best prepared food can become distasteful.

At Michigan State College of Education we recognize the importance that variety plays in the eating habits of our students, and in their environment. Top administrative officers encourage new ideas and plans and wholeheartedly support our attempts to create variety.

Residence hall food service staffs must seek to provide periodic changes

To break the monotony of cafeteria service, a smorgasbord is substituted occasionally. Family style service also is substituted, adding spice and variety to the student's life.

in these areas: food, food service, appointments and atmosphere. Money is not of prime importance. A well equipped kitchen is desirable, but not essential. Many improvisations can be made to compensate for the lack of money and equipment. While a large and generous budget is an asset, there is no substitute for imagination, initiative and plenty of "elbow grease" on the part of staff members, who can work miracles.

We have five cafeterias in our food services (one in the union building). The one I choose to describe for illustrating the four areas mentioned is our Food Commons Building, which houses three dining rooms, three cafeterias, and a central kitchen.

SERVE 2500 MEALS DAILY

Four regular cooks prepare more than 2500 meals daily for some 800 students. Frequently, food is served that is generally considered to be too difficult on a large scale preparation. Some of these include Manhattan rolls (pinwheels), turkey and chicken turnovers, pasties, veal birds, cubed city chicken on skewers, two-crust pot pies, twice baked potatoes, pudding parfaits, meringue shells, poached eggs, French toast, and hot biscuits and honey. In addition, with variety in mind, we try to prepare foods differently the second and third time they appear on a menu.

Food service implies a particular style of serving food. There are many, many ways in which this can be done. To break the monotony of cafeteria service we substitute family style service several times a month, and occasionally we serve a smorgasbord. Buffets and combinations of these various styles are possible and practical and serve to add spice and variety to the student's life. Student birthdays are an occasion for a staff member to present a miniature birthday cake to the celebrant during the evening meal.

Appointments may be considered as nonpermanent equipment, subject to change, with little relationship to actual food service equipment, but they influence the psychological receptiveness of diners.

CHANGE DECORATIVE PATTERN

These appointments may be in the form of complicated works of art or simple paintings or knick-knacks. In our dining rooms hang reproductions of famous paintings, purchased by our student social activities committee and lent to us. Periodically, we rotate these among the various dining rooms. Sometimes a mere realignment of tables or placing a few knick-knacks about serve to change the decorative pattern. Paint is a product of useful and varied possibilities. The painting of a door, a post or one wall may result in a change of no little consequence. Window painting, voluntarily done by students, provides a lift to lagging spirits, especially around the Christmas season.

For atmosphere, we occasionally provide a candlelight dinner. Sometimes table linens are used for this purpose. At Christmas we placed foot-long, miniature birch logs on each table and placed a few greens around them. The staff obtained the logs at no cost and did the work of cutting. A beautifully decorated Christmas tree was a constant reminder of the approaching holiday. Many an evening meal was marked with joyous singing of carols because of the inspiration, thoughtfulness, interest, imagination and effort of our staff and employes.

With a little imagination, eating can be surprisingly pleasant to students in residence hall food services.

You wouldn't buy a suit of clothes from a picture or a sales story. You *look* at the material . . . *feel* the quality . . .

This man is *feeling* the better value . . . *feeling* the better quality of a Day-Brite LUVEX® lighting fixture. There's no other way he can know how much extra strength, what greater ease of maintenance he'll get with LUVEX interlocked louvers—just one of many "more-for-your-money" LUVEX features.

HOW TO PROTECT YOURSELF

when you buy lighting fixtures

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45

NEWS

Short-Cut for Disabled Veterans in Meeting Training Deadline . . . Half of All World War II Veterans Educated Under G.I. Bill . . . Congressman Says A.A.C. Seeks Preferential Position . . . Nuclear Reactor for M.I.T.

V.A. Acts to Help Disabled Veterans Meet Training Deadline

WASHINGTON, D.C.—Veterans Administration recently acted to speed the way for hundreds of disabled post-Korea veterans to begin training under the Korean G.I. bill before the forthcoming August 20 starting deadline.

The Korean G.I. bill deadline faces all veterans separated from active service before Aug. 20, 1952. Those who left active service afterward have two years from separation in which to begin.

V.A.'s new system short-cuts a step that disabled veterans previously had to go through in order to enroll under the Korean G.I. bill.

In the past, service-disabled veterans were required to take V.A.'s vocational counseling before they were allowed to begin training under the Korean G.I. program. Reason was to find out whether they had need for training under another law created specifically for the disabled—Public Law 16, the Vocational Rehabilitation Act.

Under the new system, these veterans will be permitted to start Korean G.I. bill training before they undergo counseling, rather than wait until after it has been completed. This procedure, V.A. said, eliminates any chance of delay that might prevent veterans from getting started before the cut-off date.

At the same time V.A. sends a veteran his certificate of eligibility—authorizing him to begin Korean G.I. training—it will ask him to report on a specified date for vocational counseling. Meanwhile, he will be able to start his training before the cut-off date. If he reports on schedule, and if counseling discloses a need for Public Law 16 training to overcome his handicap, he will be given the chance to enter training under that law. If he decides to do so, the training he already has had under the Korean G.I. bill will not count against him. He still will receive the full amount of Public Law 16 training necessary to restore his employability.

If for any reason he does not report for V.A. counseling and later decides he would like to switch from Korean G.I. bill to Public Law 16 training, a different system will be followed in computing how much time he will be allowed to train under Public Law 16.

Under this system, the Korean G.I. training he already has had will be subtracted either from (1) the time he would normally have coming to him under Public Law 16, or (2) the time he originally was entitled to under the Korean G.I. bill.

Whichever of these computations is the greater would be his maximum training time allowed under Public Law 16.

Colorado Springs Site of Federation Assembly

CHICAGO.—At the annual meeting of the National Federation of College and University Business Officers, the directors of the federation selected the Antlers Hotel in Colorado Springs, Colo., as the site of the 1955 national assembly. June 26, 27 and 28 are the dates.

Other business transacted at the annual meeting included a report on the cost analysis project initiated by the federation with the financial aid of the Fund for the Advancement of Education.

At the annual election, Irwin K. French, business manager of Wellesley College, was reelected as president of the federation. Laurence Lunden, controller of the University of Minnesota, was elected vice president, and Nelson A. Wahlstrom, controller of the University of Washington, was reelected secretary-treasurer.

7,800,000 World War II Veterans Trained Under G.I. Education Bill

WASHINGTON, D.C.—The G.I. bill, a law that has left its lasting imprint on the lives of millions of veterans and on America itself, reached its tenth anniversary on June 22.

The law, signed by President Franklin D. Roosevelt on June 22, 1944, contained three major benefits to help veterans in readjustment to civilian life.

One, a program of guaranteed loans for homes, farms and businesses, still is in force. Another, education and training at government expense, is approaching its end. The third, readjustment allowances for periods of unemployment, already has faded into history.

Through the G.I. bill, World War II veterans have become the best educated group of people in the history of the United States. Because of their training, they have raised their income level to the point where they now are paying an extra billion dollars a year in income taxes to the government. At this rate, G.I. bill trained veterans alone will pay off the entire $15 billion cost of the G.I. education and training program within the next 15 years.

Through the G.I. loan program, veterans have proved themselves to be among the best financial risks in the country. With the help of G.I. loans, they have become America's largest single group of home owners. Therefore, they pay more real estate taxes to states, cities and counties than any other group of equal size.

During the last 10 years, a total of 3,600,000 veterans—one out of every five men and women who served in World War II—obtained V.A. guaranteed and insured loans valued at $23.5 billion. The United States Govern-

ment stands behind $12 billion of the amount in the form of V.A. guarantees and insurance.

Home loans accounted for the 90 per cent of all G.I. bill loans obtained by veterans, or 3,300,000 for $22.8 billion. Farm loans numbered 66,000 for $256,000,000; business loans, 213,000 for $575,000,000.

A recent V.A. survey disclosed that 60 per cent of G.I. home buyers paid between $10,000 and $15,000 for their homes. Thirty per cent paid under $10,000; 8 per cent, between $15,000 and $20,000, and 2 per cent, more than $20,000.

Veterans' record of repayment is unmatched, V.A. said. Over the past decade, 650,000 G.I. loans, amounting to $3 billion, have been repaid in full. Defaulted loans, on which V.A. has made good the guaranteed portions to private lenders, numbers only 32,000, or less than 1 per cent of all loans received by veterans.

Turning to G.I. bill education and training, V.A. revealed that more than 7,800,000 World War II veterans—half of all who served during the war—trained under the G.I. bill during the last 10 years.

Of the total, 2,200,000 attended colleges and universities; 3,500,000 went to schools below the college level; 1,400,000 took on-the-job training, and 700,000 enrolled in institutional on-farm training, a combination of classroom work and practical experience on the farm.

Included in the below-college total are 150,000 veterans who were given the chance to learn to read and write in accelerated grade school classes for adults.

M.I.T. Plans Peacetime Nuclear Reactor

CAMBRIDGE, MASS.—Plans for a nuclear reactor to be privately financed and devoted solely to education and nonsecret research in the peacetime applications of nuclear power were recently announced by Dr. James R. Killian Jr., president of the Massachusetts Institute of Technology.

The first nuclear reactor planned for construction in New England, Dr. Killian said, will be used in an ever widening search for fundamental knowledge and for the solution of engineering problems in the promising new field of nuclear engineering.

Teague Charges A.A.C. Opposition to P.L.550 Is Bid for Preferential Position

WASHINGTON, D.C.—Charging that the Association of American Colleges has made a determined attempt to change the pay and benefit provisions of Public Law 550 in order to gain a preferential position, Congressman Olin E. Teague (D.-Tex.) on June 21 addressed a letter to R. H. Fitzgerald, president of the Association of American Colleges and chancellor of the University of Pittsburgh. Congressman Teague stated that the Association of American Colleges through its active support of H.R. 9235 would require the federal government to make payments directly to the schools in the amount of $30 per month per student. These payments would be in addition to the allowance the veteran now receives and would be paid to veterans attending credit courses in colleges only.

In his letter to Chancellor Fitzgerald, Congressman Teague, who is a member of the subcommittee on education and training of the veterans' affairs committee, reviewed the philosophy and intent of the legislation as provided in the Veterans' Readjustment Act of 1952 (P.L. 550) and quoted the act as follows: "It cannot be too strongly emphasized that the educational title of the bill is a program for benefit *to veterans*. . . . This committee and the Congress is mainly concerned with the veteran and *not* with any benefit which might flow *to schools* or others as a result of enactment of this legislation.

"The committee emphasizes that it is not the intent of this legislation to establish a program which completely subsidizes the cost of the veteran's education or training program as well as his living costs.

"Moreover, it is emphasized that the purpose of the committee *is not to equalize* educational opportunities for the veteran population, but rather to provide assistance which would help a veteran to follow the educational plan that he *might have adopted* had he never entered the armed forces."

Continues Congressman Teague in his letter to Dr. Fitzgerald:

"Congress implemented the policies expressed above by granting an equal scholarship allowance to all eligible veterans, thus preserving the economic factor as a consideration in selection of a school for the veteran and nonveteran student alike.

"The Association of American Colleges has made a determined attempt to change the pay and benefit provisions of the law. This effort has resulted in prolonged hearings . . . during which spokesmen for the Association of American Colleges and member institutions urged passage of H.R. 9235. . . . If enacted, H.R. 9235 would provide a direct subsidy from the federal government to many educational institutions in amounts up to $30 per student per month. In other instances where the tuition exceeds $30 per month, veteran students would profit by $30 per month in excess of the rates presently received.

"Spokesmen for the Association of American Colleges justified support of the amendment (H.R. 9235) on the basis that certain small, high cost institutions are not receiving a sufficient number of Korean veteran students and are in financial difficulty.

"Arguments supporting the amendment have been advanced in spite of the report of the United States Office of Education, based on its most recent survey, that the operation of the act is having little or no significant effect on normal distributions of students between public and private and low cost and high cost schools. The Office of Education has reported that if all first-time male students (full-time and part-time) are considered, private colleges and universities actually enjoy a slight advantage of 0.6 per cent in recruiting Korean veteran students.

"In substance, the Association of American Colleges and its member schools are advocating direct federal subsidies to certain colleges and universities and are advocating that the total benefit paid in behalf of a veteran who chooses a high cost college or university be raised substantially above the amount in behalf of other veterans. The amendment would discriminate between various classes of veterans, in that it would remove the economic factor which now confronts the veteran in the choice of a school and place the high cost college and university in a position to enroll Korean veteran students who otherwise would not enroll in the school.

NEWS . . . . . .

"It has been estimated that the amendment would cost $70,000,000 for the first year and more in later years. The cost is divided about equally between direct subsidies to certain schools and enrollment subsidies to students.

"The effect of the proposed amendment will be sharply to increase the cost of the veterans' education program without direct benefit, in many instances, to veterans. It will create a federal aid to education program in the guise of a veterans' benefit.

"In view of the serious realignment of policy suggested by the amendment and its advocates, I wish to urge a more forthright course of action. If the Association of American Colleges believes that subsidies must be paid directly to educational institutions of higher learning by the federal government and that federal funds must be paid on an unequal basis to students to create enrollment incentive and financial relief for certain categories of colleges, then it seems that the issue should be dealt with on its own merits. I am, therefore, requesting that the Association of American Colleges convene its governing body at the earliest possible time or take a poll of its individual members and advise me whether the asssociation is now taking the position that it is necessary for educational institutions of higher learning to (1) receive direct aid in the form of subsidies from the federal government and (2) whether federal funds are to be expended to subsidize enrollment in certain colleges for the express purpose of influencing the students' choice of an educational institution by removal of the economic factor.

"If the organization's governing body, or a majority of its members, feels that these policies are justified and will communicate an affirmation of this position to me, I will prepare a bill to be introduced in the Congress which will provide for a federal subsidy payable directly to the school in behalf of each student attending proprietary nonprofit, nontax supported educational institutions of higher learning, and I will do all that I can to obtain consideration by the proper committee.

"Let me make it clear that I do not favor federal subsidy to higher education, either in the guise of a veterans' benefit or through a direct

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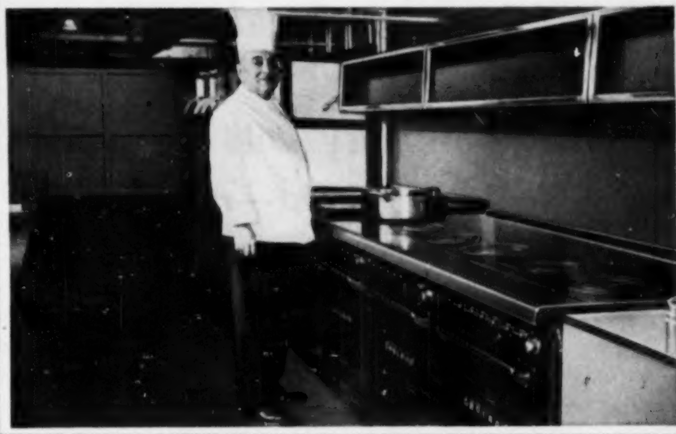

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grant program, but the plan which I have suggested above has the merit of restoring a certain amount of integrity to the controversy and will bring about consideration of the policy advocated by the Association of American Colleges on its merits and should bring to an end the attempt which is now being made to secure federal aid to certain segments of higher education in the guise of a veterans' benefit.

"The plan which I have suggested would result in forthright consideration of the association's demands for federal aid and, at the same time, would eliminate the threat H.R. 9235 is posing to the veterans' education and training program, which, if enacted, can only result in disruption to the program, excessive and unnecessary costs, and gross discrimination among veterans."

In a press release issued concurrently with the release of the letter to Chancellor Fitzgerald, Congressman Teague stated that: "In the most recent [subcommittee] hearing . . . the proposal was opposed by Veterans of Foreign Wars, AMVETS, General Accounting Office, Bureau of the Budget, Veterans Administration, Office of Education, Department of Higher Education of the N.E.A., Association of Land-Grant Colleges and Universities, American Association of Junior Colleges, American Vocational Association, National Association of State Approval Agencies, National Council of Chief State School Officers, and National Federation of Private School Associations."

Upon receipt of the press release and the authorized publication of Congressman Teague's letter to Chancellor Fitzgerald, College and University Business telegraphed Chancellor Fitzgerald requesting some reply to the Congressman's letter which might be published in the same issue. He replied as follows:

"Congressman Teague's letter of June 21 on Public Law 550 will be brought to the attention of the board of directors of the Association of American Colleges at its next meeting. No definite time for this meeting has been set."

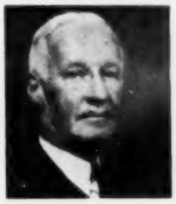
Errata

• Granville K. Thompson, specialist for college business management in the U.S. Office of Education, has called attention to the error that occurred in the April 1954 issue as a result of incorrect data furnished by the U.S. Office of Education to this magazine. The column heads on the table appearing on page 29 are incorrect from Column 5 through Column 10. Column 5 should be Universities; Column 6, Independent Technical Schools; Column 7, Theological Schools; Column 8, Other Independent Professional Schools; Column 9, Liberal Arts Colleges, and Column 10, Teachers Colleges.

• Through an editorial oversight, George E. Van Dyke was not listed in the May issue as a member of the faculty of the College Business Management Workshop at the University of Kentucky to be held at Lexington July 26 to 31.

• A letter to the editor which appeared on page 58 of the January 1954 issue incorrectly listed Ralph S. Jones as author. The correct author is Ralph S. Johns.

NAMES IN THE NEWS



E. Ray Speare

E. Ray Speare, treasurer of Boston University, retired June 3. He had served as trustee of Boston University for 51 years and for 29 years as treasurer. Mr. Speare, 81, has been succeeded by **Joseph Earl Perry.**

Frederick M. Schaeberle, treasurer of Pace College, New York City, retired recently after 43 years of continuous service to the institution. On June 11 he received the honorary degree of doctor of commercial science at the 46th annual commencement of Pace.

Arland F. Christ-Janer, formerly assistant to the president of Lake Erie College, Painesville, Ohio, has been named treasurer of St. John's College, Annapolis, Md., to succeed **Henry Barton,** who retired June 30.

Samuel N. Stevens, president of Grinnel College, Grinnell, Iowa, resigned

Samuel N. Stevens

Rupert A. Hawk

recently in order to re-enter private business. **Rupert A. Hawk,** treasurer of the college, has been named acting president until selection of a successor to Dr. Stevens is made.

Vic Cranston, purchasing agent and bookstore supervisor of Wagner College, Staten Island, N.Y., has resigned to accept appointment as business manager of Hofstra College, Hempstead, Long Island, N.Y.

Warren W. Irwin, general purchasing agent of the University of Rochester, Rochester, N.Y., recently announced two new appointments to the institution's purchasing department in its efforts to centralize and coordinate purchasing services. **Donald B. Brown,** business manager and procurement officer for the chemistry department, will be responsible for the purchase of chemicals, glassware, laboratory apparatus and special equipment. **Robert J. Trumeter,** who has been in charge of the printing department of the University of Rochester Medical Center, will have

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charge of purchasing fine paper, related stationery supplies, and printing.

Raymond P. Sloan

Raymond P. Sloan, president of the Modern Hospital Publishing Company, Inc., of which College and University Business is a subsidiary, was awarded an honorary degree of doctor of laws by St. Lawrence University, Canton, N.Y., at the recent commencement ceremonies. Mr. Sloan is a trustee of Colby College, Waterville, Me., a member of the board of directors of the Hospital Council of Greater New York, of the board of managers of the Memorial Center for Cancer and Allied Diseases of New York City, and of the New York State Charities Aid Association. For the last seven years he has lectured on hospital administration at the School of Public Health of Columbia University.

George W. Starcher

Dr. George W. Starcher, dean of the college of arts and sciences at Ohio University, Athens, was appointed president of the University of North Dakota. He assumed his new duties July 1, succeeding **Dr. John C. West,** who retired June 30 after having been president for 21 years.

Reid Elder, supervisor of purchases at New York University-Bellevue Medical Center, New York City, has been named purchasing agent for the University of Virginia, Charlottesville. He will succeed **George Warren,** who resigned to accept appointment recently at the University of Maryland. **William Hanlon,** former assistant purchasing agent of Bellevue Medical Center, has been named to succeed Mr. Elder as supervisor of purchases.

A. Stanley Trickett, president of Kansas Wesleyan University, Salina, resigned recently to accept appointment as executive director of the Association of Non-Tax-Supported Colleges and Universities in Washington. He begins his new duties in Seattle on August 1. Dr. Trickett will be responsible for working with the 10 colleges and universities in the state of Washington that constitute the membership of the organization.

Norman Agnew Jr., formerly assistant manager of the J. C. Penney store in Tuscaloosa, Ala., has been named purchasing agent of the University of Alabama. Mr. Agnew will succeed **Jeff Coleman,** who recently was named director of alumni affairs at the university.

Dr. H. P. Robertson, professor of mathematical physics at California Institute of Technology, Pasadena, has been appointed scientific adviser to Supreme Headquarters, Allied Powers, Europe, headed by Gen. Alfred M. Gruenther, supreme allied commander in Europe. Dr. Robertson will take a year's leave of absence.

Raymond M. Krehel, formerly employed in the treasurer's office at the Esso Standard Oil Corporation in New York, has been named business manager of Nasson College, Springvale, Me.

Earl W. Hartman has been appointed business manager of Adelphi College, Garden City, N.Y. Mr. Hartman joins the Adelphi administrative staff after

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serving 17 years in administrative capacities at the University of Chicago.


Lt. Gen. Bruce

Lt. Gen. Andrew Davis Bruce, commandant of the Armed Forces College at Norfolk, Va., has been named president of the University of Houston, Houston, Tex. The 59 year old general will retire from the army July 31 and will assume his new duties on September 1. He succeeds **C. F. McElhinney,** who has been serving as acting president in addition to his duties as business manager since the resignation of **W. W. Kemmerer** in 1953.

Capt. G. Allan Hancock, chairman of the board of trustees of the University of Southern California and one of its principal benefactors, abruptly severed connections with the institution. Reported to be one of California's wealthiest men, he has given U.S.C. more than $7,000,000 in the last 15 years. He ascribed his action to "business considerations and personal plans." It is reported that his decision was taken because of a dispute with uni-

(*Continued on Page 64*)

DIRECTORY OF ASSOCIATIONS

National Federation of College and University Business Officer Associations

President: Irwin K. French, Wellesley College; **vice president:** Laurence Lunden, University of Minnesota; **secretary-treasurer:** Nelson A. Wahlstrom, University of Washington.

Convention: June 26-28, Antlers Hotel, Colorado Springs, Colo.

Association of College and University Business Officers

American Association

President: W. C. Ervin, Paine College; **secretary:** B. A. Little, Southern University.

Central Association

President C. C. DeLong, University of Illinois; **secretary-treasurer:** T. N. McClure, Knox College.

Eastern Association

President: John W. S. Littlefield, Colgate University; **secretary-treasurer:** Irwin K. French, Wellesley College.

Convention: Dec. 5-7, Shoreham Hotel, Washington, D.C.

Southern Association

President: J. H. Dewberry, University System of Georgia; **secretary-treasurer:** Gerald D. Henderson, Vanderbilt University.

Western Association

President: James Miller, University of California; **secretary:** Morris Robertson, Oregon State College.

1955 Convention: Tucson, Ariz.

Association of Physical Plant Administrators of Universities and Colleges

President: Wesley Hertenstein, California Institute of Technology; **secretary-treasurer:** A. F. Gallistel, University of Wisconsin.

1955 Convention: University of Wyoming, Laramie.

Association of College Unions

President: William Rion, University of Florida; **secretary-treasurer:** Edgar A. Whiting, Cornell University; **editor of publication:** Porter Butts, University of Wisconsin.

1955 Convention: White Sulphur Springs, W. Va.

National Association of Educational Buyers

President: Henry Doten, University of Maine; **executive secretary:** Bert C. Ahrens, 1461 Franklin Ave., Garden City, N.Y.

1955 Convention: New York City.

American College Public Relations Association

President: Mrs. Veta Lee Smith, Marshall College, Huntington, W.Va.; **executive secretary:** Marvin W. Topping, 726 Jackson Place, N.W., Washington 6, D.C.

National Association of College Stores

President: Carl Birdwell, A&M College of Texas, College Station; **executive secretary:** Russell Reynolds, Box 58, 33 West College Street, Oberlin, Ohio.

College and University Personnel Association

President: Max W. Sappenfield, Southern Illinois University, Carbondale; **secretary-treasurer:** Clara Stimson, University of Rochester; **executive secretary:** Donald E. Dickason, University of Illinois. **Permanent headquarters,** 809 S. Wright St., Champaign, Ill.

Convention: Aug. 15-18, International House, University of California, Berkeley.

National Association of College and University Housing Officers

President: J. C. Schilletter, Iowa State College; **vice president:** M. R. Shaw, Cornell University; **secretary-treasurer:** Ruth N. Donnelly, University of California, Berkeley.

CLASSIFIED ADVERTISING

POSITIONS WANTED

Administrator - Buildings and Grounds—Age 32; married; two children; B.A. M.A. eight years experience; presently superintendent of operations large eastern teachers college; thoroughly familiar with operation of large university, from making up a budget to repairing a mop wringer. Write Box CW-214, COLLEGE AND UNIVERSITY BUSINESS.

Advertising Executive—54, with 30 successful years' experience in all phases of advertising agency activities would rather teach advertising than retire; qualified to handle publicity and promotional functions; right location and relationship more important than amount of remuneration; prefer smaller college that needs to grow. Write Box CW-213, COLLEGE AND UNIVERSITY BUSINESS.

Business Officer — Association with a college or private school desired by person with trust and investment experience, together with a legal background; modest salary requirements. Write Box CW-206, COLLEGE AND UNIVERSITY BUSINESS.

College Business Manager—Desires better utilise successful experience responsible positions involving college accounting, purchasing, personnel administration, and management. For personnel file write Box CW-211, COLLEGE AND UNIVERSITY BUSINESS.

Comptroller-Treasurer—Boys' military academy or private school; 15 years experience; A.B. degree History and Education; 43; married; no children; honesty and integrity vouched for. Write Box CW-212, COLLEGE AND UNIVERSITY BUSINESS.

Food Director — Administrative Dietitian — Twenty-three years experience, purchasing, menus, personnel; desires to relocate; reliable, honest; references; age 49; female. Write Box CW-199, COLLEGE AND UNIVERSITY BUSINESS.

POSITIONS OPEN

Assistant to Business Manager — Treasurer-business manager of leading southern endowed college needs assistant with emphasis on personnel, purchasing, housing, office services in reply give education and experience, references, and approximate salary required. Write CO-150, COLLEGE AND UNIVERSITY BUSINESS.

Auditor—College in southwest with widely diversified program needs auditor in business office; not over 40 years of age; college degree; position open in August. Write Box CO-149, COLLEGE AND UNIVERSITY BUSINESS.

Cook—For girl's dining hall serving approximately 200 at BALDWIN-WALLACE COLLEGE, Berea, Ohio. Write to Mrs. R. J. Schumacher, Director of Food Service.

Dietitian—For girl's dining hall at BALDWIN-WALLACE COLLEGE, Berea, Ohio. Write to Mrs. R. J. Schumacher, Director of Food Service.

Food Production Manager—For men's residence hall cafeteria and snack bar; prefer young man with university food service training; position provides excellent experience, opportunity for advancement, other benefits; available Sept. 1, 1954; send background data and references to Box CO-143, COLLEGE AND UNIVERSITY BUSINESS.

The rates for classified advertisements are: 20 cents a word; minimum charge, $4. (No charge for "key" number.)

Forms close 25th of month preceding date of issue.

Address replies to

COLLEGE AND UNIVERSITY BUSINESS

919 N. Michigan Avenue, Chicago 11, Ill.

NAMES IN THE NEWS

(*Continued From Page* 63)

versity officials over the operations of one of his campus philanthropies, the Allan Hancock Foundation.

Leland H. Carlson, professor of history at Northwestern University, Evanston, Ill., has been named president of Rockford College, Rockford, Ill. Professor Carlson will assume his new duties in September when he succeeds **Dr. Mary Ashby Cheek,** who resigned after 14 years in office.

Dr. Philip G. Davidson Jr., president of the University of Louisville, Louisville, Ky., on June 8 declined an offer to be president of the University of Florida, indicating that he feared the position was too deeply involved in politics.

Willis McDonald Tate, vice president of Southern Methodist University, Dallas, Tex., has been named president to succeed **Umphrey Lee.**

Dr. Frank Palmer Speare, founder and first president of Northeastern University in Boston, died recently at 85 years of age.

J. A. Duane Muncy, business manager at Santa Barbara College of the University of California since 1946, died June 13. He had just recently completed over-all plans for the move of the college to Goleta.

Dr. E. E. Oberholtzer, former president and one of the organizers of the University of Houston, Houston, Tex., died at 74 years of age following a long illness.

Dr. Karl T. Compton, chairman of the corporation of Massachusetts Institute of Technology, died on June 22 following a heart attack the previous week. Dr. Compton, 66, assumed the presidency of M.I.T. in 1930 and remained at its head until 1949.

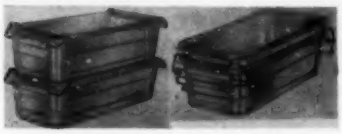
WHAT'S NEW

July 1954

Edited by Bessie Covert

TO HELP you get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 68. Circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. COLLEGE and UNIVERSITY BUSINESS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Tote Box of WearEver Aluminum



A completely new WearEver Aluminum alloy Tote Box has been developed to fill the needs of institutions for storing and transporting quantities of food. Functional handles on the new tote boxes permit them to be stacked when full and nested when empty. They are completely seamless, drawn from extra tough, heavy gauge aluminum alloy, forming a strong, sanitary, lightweight box which is easy to handle and is designed for years of service. There are no corners, cracks, seams or crevices to collect dirt or food and the top edge is shaped to fit the hand, yet to permit drainage. Double embossing on the sides and ends and triple debossing on the bottom give extra strength. The new box is 34 3/16 inches long, 16⅞ inches wide and 12 inches deep. **The Aluminum Cooking Utensil Co., New Kensington, Pa.**

For more details circle #468 on mailing card.

Smooth, Graceful Lines In Fluorescent Fixture

Over-all illumination, with smooth, graceful lines that harmonize with any surroundings, are offered in the new Plymouth fluorescent lighting fixture. It is equipped with the Smithcraft exclusive socket holder bridge which permits the change of lamps or lamp spacings at any time. The intensity of illumination can thus be varied to meet existing or changing requirements, without removing the fixture.

The sides and bottom of The Plymouth are shielded by ribbed frosted prismatic glass panels for comfortable low brightness. Special top reflectors can be installed for additional down-lighting if desired. The fixture is easy to mount, either continuously or individually, and is easily serviced. Side panels can be easily removed for cleaning the fixture and the bottom panels tilt and lift out for re-lamping. Ballast and wiring are conveniently accessible for servicing. **Smithcraft Lighting Division, Chelsea, Mass.**

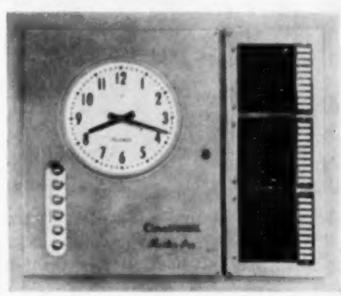
For more details circle #469 on mailing card.

Versatile Roller for Ground Maintenance

Playing fields, parking lots and other areas can be easily put in condition with a new two ton roller recently introduced. The roller is capable of surfacing within 1¼ inches of curbing, wall or other vertical obstruction and is easily maneuverable for patching and close work. A hydraulic lift raises the 36 inch 4100 pound roller off the ground when not in use. Pneumatic-tired wheels support the roller for quick transport from job to job. The weight of the Andwall Roller is concentrated on the main roller. The machine is simple to operate and is powered by a 2 cylinder air-cooled Wisconsin motor. **Andwall Manufacturing Co., Oconomowoc, Wis.**

For more details circle #470 on mailing card.

Improved Master-Pro for Program Control



A new model of the Master-Pro master time and program control system has been developed. Ease of wiring installation has been increased and the program signals and telephones utilize the same wiring. The time indicating dial is nine inches in diameter for easier visibility and the whole unit is flush mounted.

Six circuits of 24 hour scheduling are provided in the Model 346-30 Master-Pro. Any signal can be reset without affecting the setting of any other signal. The operator cannot contact mechanical or electrical mechanism while setting program schedules, thus ensuring safety. The unit constructed signal control panel has an all steel case of compact, heavy duty construction. The unit has telephone inter-communication and each program circuit is capable of controlling a program with more than 100 schedule times. **The Cincinnati Time Recorder Co., 1733 Central Ave., Cincinnati 14, Ohio.**

For more details circle #471 on mailing card.

Dual Drive on Dishwashing Machines

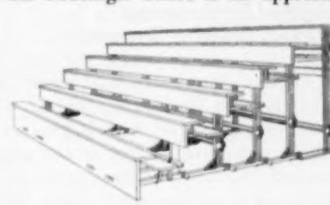
Completely separate operation is possible for wash and final rinse in dishwashing machines with the new type of V. B. dual drive arrangement. A motor is used to operate the power wash and a separate motor drives the conveyor to operate the final rinse. The new arrangement is available on single tank automatic conveyor type dishwashing machines. Glasses can be run through the machine, after a brush scrub, for a final sterilizing rinse only. The dual drive is quiet and vibrationless in operation, easy to service and maintain, and eliminates misalignment of pump and motor. **Universal Dishwashing Machinery Co., 49 Windsor Place, Nutley 10, N.J.**

For more details circle #472 on mailing card.

Improved Gym Seats Telescope Against Wall

Several improvements are incorporated into the Medart Telescopic Gym Seats. In the new design, Medart seats have either 22 or 24 inch row depth. For maximum seating capacity in minimum space, 22 inch row depth is used while 24 inch depth seats allow additional leg room. The seats have a 5½ inch clearance between the footboard and the seat ahead for greater comfort. The 17 inch seat height has been judged best for high school and college students and adults.

The free-standing, self-supporting steel understructure has been redesigned for greater strength with weight reduction, thus making the seats easy to open and close. The seats glide on "Dual-Align" rubber-cushioned roller housings, keyed together and interlocked for straight-line trackage. Non-marring rollers retract when seats are occupied, placing the entire load on the vertical uprights and roller housings. There is no appreciable



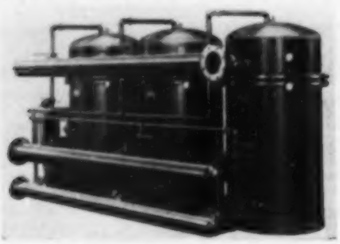
deflection or sidesway, even when seats are loaded to capacity. **Fred Medart Products, Inc., 3535 DeKalb St., St. Louis 18, Mo.**

For more details circle #473 on mailing card.

(Continued on page 66)

What's New . . .

Clear Filtered Water for Swimming Pools



A new Diatomite Filter has been developed expressly for maintaining crystal clear water in swimming pools of all sizes and degrees of bather load. The new Model SPF Adams Filter employs the Poro-Stone principle of filtration, with filter aid application and built-in back wash. After the Poro-Stone filters have been precoated, the pool water inlet valve is opened and filtration continued until the gauges show a pressure drop. By turning valves, the filter is backwashed in a few seconds, ready for another filtration cycle. For large pools where more than one filter is required, any one of the filters may be precoated or backwashed while the balance are in service. The useful filtering period between cleanings has been greatly increased by the large area of filter surface obtained with tube type Poro-Stone elements. **The R. P. Adams Co., Inc., 225 E. Park Drive, Buffalo 17, N.Y.**

For more details circle #474 on mailing card.

Multiple Copies Made Without Carbon Inserts

A new paper has been developed which can be used to make multiple copies of forms without the need of carbon paper inserts. The process uses combinations of two different coatings on ordinary paper, depending on how many copies are required. The new paper eliminates smudging and speeds efficiency in handling multiple copy forms. Called NCR (No Carbon Required) Paper, the new product produces clean, sharp copies when used with typewriter or pencil. **The National Cash Register Co., Dayton 9, Ohio.**

For more details circle #475 on mailing card.

Advanced Engineering in Improved Electric Typewriter

Speed and energy-saving features of IBM electric typewriters have been increased through the application of advanced engineering developments. Precision alignment of typewritten copy is assured by the new box-frame construction, and an improved paper feed principle minimizes paper slippage and carbon markings. Several keyboard innovations have been introduced in the new models. A new copy guide has been developed which eliminates the possibility of carbon copies refeeding around the platen.

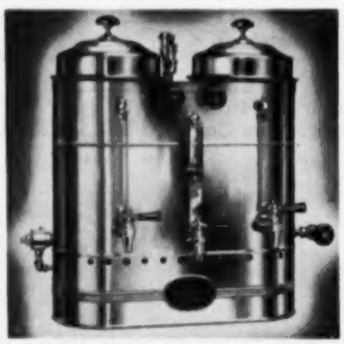
The IBM speed leveled electric keyboard, four position ribbon control, electric ribbon rewind and multiple copy control are among the features retained in the new model. The new models are available in seven color combinations. **International Business Machines Corp., 590 Madison Ave., New York 22.**

For more details circle #476 on mailing card.

Twin Urn Makes Tea and Coffee

Bulk brewing of tea can be handled in conjunction with coffee brewing in the Blickman Tri-Saver Twin Urn designed for simultaneous brewing of tea and coffee. The twin urn has two separate liners, one for tea and the other for coffee. Both iced and hot beverages can be served.

The Twin Urn has a patented stainless steel permanent filter with a specially constructed bottom which filters the brew edgewise by capillary attraction. Tea is placed in the filter and



boiling water poured or syphoned over it. The brew filters into the liner below and is dispensed through the draw-off faucet. The filter cannot clog and is easily cleaned. Tri-Saver Twin Urns are available in capacities from three to six gallons for each liner. Both may be used for coffee, for tea, or one for each, as desired. **S. Blickman, Inc., Weehawken, N. J.**

For more details circle #477 on mailing card.

Low Four Drawer File Features Increased Space

A new file, called the Super-Filer Lo-4, has recently been announced. It is a four drawer file which is built lower than traditional files, yet has almost the capacity of a conventional five drawer file. Top and bottom drawers are easily reached without too much stooping or stretching.

The cabinet features the advantages of the regular line of GF Super-Filers with the swing front giving increased capacity. By simple conversion the new file can be adapted for filing cards and checks as well as correspondence. **General Fireproofing Co., Youngstown 1, Ohio.**

For more details circle #478 on mailing card.

Deep-Fat Fryer for Small Loads

The new Chefmaster is a deep-fat fryer for relatively small amounts of foods. It has a capacity for 6½ pounds and is made with a one-piece, heavy cast aluminum kettle, with embedded Calrod units. It heats up to proper cooking temperatures rapidly and has a high rate of temperature recovery when cold foods are added to the fat.

The unit is easily cleaned and requires no training or special skill for proper operation. It has an independent temperature control light, heat resistant handles and knobs, and improved grease drain valve. It is attractively designed and is finished in heavy baked-on enamel. **Bloomfield Industries, Inc., 4546 47th St., Chicago 32.**

For more details circle #479 on mailing card.

Steel Typewriter Desk Is Adjustable

Designed to promote correct posture in learning to operate a typewriter or business machine efficiently, the new Royal steel typewriter desk is adjustable. The platform on which the machine rests can be raised or lowered so its keyboard is at the most comfortable height for the individual student. It can be easily adjusted to any height from 26 to 30 inches above the floor. This encourages proper posture seating and more proficient and less tiring operation of the machine.

The desk has an all steel base and cabinet, permitting installation of the extra-wide, adjustable platform on either the left or the right side of the desk, for typewriter or calculating machine. The platform is adjusted by turning a rubber-capped handwheel on the front of the desk. The platform moves on a built-in, precision-machined worm gear which locks at the desired height. The gear is stripproof and requires no maintenance or lubrication. All desk parts are steel except for platform and work surfaces, which are natural birch finish 7-ply hardwood. The desk is equipped with a steel pull-out shelf and a detachable steel

bookshelf. Rubber floor glides protect from marring and prevent creeping. **Royal Metal Manufacturing Co., 175 N. Michigan Ave., Chicago 1.**

For more details circle #480 on mailing card.

What's New . . .

Modular Chalkboards Are Portable

Flexibility of use is offered in the new Rowles Modular Chalkboards and Corkboards. They are easy to handle, pre-assembled portable boards with aluminum frames. The design permits them to be conveniently mounted on any wall, easily moved, interchanged from cork to chalkboard, and taken down and stored when not in use. The self-contained units in standard modular sizes can be used in any room using the same modular wall mountings.

Freedom in teaching is provided with the new boards since the teacher can select the combination of chalkboards and corkboards best suited to the subject. Rowles Modular Chalkboards are available in four standard units; Corkboards in six standard sizes. The units are easily and quickly removed as desired, without noise, litter or alteration to walls. They can be interchanged without interruption of classes. Boards are available in "See-Green" or black. **E. W. A. Rowles Company, Arlington Heights, Ill.**

For more details circle #481 on mailing card.

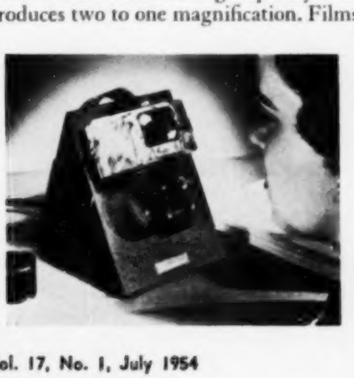
Shatterproof Panels for Gymnasium Windows

Gymnasium windows and locker and dressing rooms can be glazed safely with Plexolite glass fiber reenforced plastic panels. The shatterproof translucent panels provide safe glazing with diffused light and lack of sun glare. The panels can be used in the gymnasium without fear of shattering and can be fitted into the basic construction of the building without framing or installed in window frames. **Plexolite Sales Co., 4223 W. Jefferson Blvd., Los Angeles 16, Calif.**

For more details circle #482 on mailing card.

Simple Device for Previewing Filmstrips

Previewing of 35 mm. filmstrips is now a simple process in library or classroom with the new Standard Filmstrip Previewer. Of simple, sturdy construction, the Previewer may be operated from batteries or 115-120 volt current. Viewing is direct with the light source located in back of ground glass for efficient illumination. A high quality lens produces two to one magnification. Films



are clearly visible even in a lighted room and fine print in titles and text is readable. The Previewer stand is adjustable for different angles of viewing. **Standard Projector and Equipment Co., Inc., 7106 Touhy Ave., Chicago 31.**

For more details circle #483 on mailing card.

Folding Chair Is Fully Upholstered

Spring-arch construction is used in the seat of the new fully-upholstered No. 60 folding chair. The seat is extra wide and deep and the construction and upholstery make it unusually comfortable. A continuous length of 20 gauge triangular steel tubing reenforced with steel crossbars is used in the rugged frame construction. Tread rubber shoes prevent slipping and marring.

The upholstery is available in washable DuPont "Starfrost," an imitation fabric material, with metal parts finished in black enamel, or in forest-green fabric upholstery with gray enamel finish on

metal parts. The chair is also available as No. 61 with upholstered seat but without the padded back panel. **American Seating Co., Grand Rapids, Mich.**

For more details circle #484 on mailing card.

Line Marker in Low-Priced Model

A new low-priced model of the Universal Line-Marker is now available. Model E is a streamlined, compact unit for one-hand operation. It is light in weight, manually operated and lays down a sharp, clean line which is long lasting. The machine has the all-metal, sled-type roller spreader used on more expensive models and prints safety, traffic and game lines. It is easily operated and can be used either indoors or outdoors for marking floors, parking lots, playing fields, drives and other areas.

Maintenance of the machine is simple since it is gravity fed and has no power unit. It is noiseless in operation, throws off no dust spray, and lays down a steady, even application of paint on black top, macadam, concrete, asphalt or wood. **Line Marker Division, Universal Yonkers Corp., 137 Alexander St., Yonkers 2, N.Y.**

For more details circle #485 on mailing card.

Special Fixture for Chalkboard Lighting

The new "Dusty" fluorescent lighting fixture has been specifically designed to provide extra lighting for chalkboards. The ballast is housed in a special ballast box mounted over the wall outlet box, supporting the entire fixture. The light is controlled by the alzak reflector which distributes it evenly over the chalkboard surface.

The new fixture is available in 4-foot units with single or tu-lamp Rapid Start ballasts or in 8-foot units with single or tu-lamp Slimline ballasts. The new "Dusty" is also suitable for use over bulletin boards, wall displays, charts, pictures and control panels. **Day-Brite Lighting, Inc., 16 N. 9th St., St. Louis 1, Mo.**

For more details circle #486 on mailing card.

Light Weight and Durability in Folding Table

The Hostess Featherlight Folding Table is a newly designed unit combining light weight with beauty and durability. It incorporates many modern features including square tubular steel legs uniquely designed to provide knee room at both table ends and to eliminate leg-straddling. Legs are fully braced to withstand hard use and are paired for quick set up, with positive locking catch. The table has a marproof Tauplon top with taupe colored molding. It is available in 30 inch by 6 foot size. **Brewer-Titchener Corporation. Cortland, N.Y.**

For more details circle #487 on mailing card.

Mattress Ticking Is Water Repellent

A new mattress ticking is being introduced which is treated with a new water repellent and spot resistant finish. Known as Permel Plus, the finish will be applied to a blue and white pin striped ticking for use on Airfoam mattresses. The finish resists spots from beverages such as coffee and tea, as well as stains from perspiration. Any spot on the Permel Plus treated ticking can be removed with soap and a damp cloth.

The new finish makes fabrics soil resistant. Zippered tickings so treated may be laundered. The treated ticking is made by the Swift Manufacturing Company, Columbus, Ga., and distributed through the contract division of **The Englander Company, Inc., Merchandise Mart, Chicago 54.**

For more details circle #488 on mailing card.

PRODUCT INFORMATION

Index to Products Advertised

ON

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INDEX TO "WHAT'S NEW" ON FOLLOWING PAGE →

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NAME TITLE

INSTITUTION

ADDRESS CITY ZONE STATE

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Dual Drive for Dishwashers
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Telescopic Gym Seats
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R. P. Adams Co., Inc.

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Key

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The Englander Co., Inc.

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Sanymetal Products Co., Inc.

490 "Singer Sewing Book"
McGraw-Hill Book Co.

Key

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Electric Storage Battery Co.

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Western Waterproofing Co., Inc.

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500 "Stock Metal Building Products"
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501 Catalog No. 54
Wooster Products, Inc.

What's New . . .

Product Literature

• A new **Sanymetal Suspended Ceiling Catalog SN-6** has been issued by Sanymetal Products Co., Inc., Suspended Ceilings Division, 2093 E. 19th St., Cleveland 15, Ohio. Advantages, engineering data and architectural specifications on two popular types of suspended ceiling systems, known as Nailock and Screwlock, are contained in the catalog. Both systems are designed for use with a wide variety of suspended ceiling and acoustical materials and provide a ready means of detachment of facing materials, with full salvage, when access is required for repair work or for remodeling.
For more details circle #489 on mailing card.

• A completely revised, enlarged edition of the **"Singer Sewing Book"** by Mary Brooks Picken has been released by Singer Sewing Machine Co. and is being distributed to educational institutions and individual educators, at a special educational price, through McGraw-Hill Book Co., 330 W. 42nd St., New York 18. The new edition keeps pace with the changing sewing technics and needs of women who sew. It gives complete information on the new Fashion Stitching technic, the handling, sewing and pressing care of synthetic fabrics, and numerous other sewing skills. Color plates are used to show special stitching effects and over 1000 diagrams, charts and illustrations help to cover every basic type of sewing.
For more details circle #490 on mailing card.

• The new line of auxiliary emergency lighting equipment recently announced by The Electric Storage Battery Co., Box 8109, Philadelphia 1, Pa., is described in a four page pamphlet known as **Form 4808.** The information is presented to assist architects, administrators, engineers, purchasing agents and others in the selection of emergency lighting equipment. Typical emergency lighting installations are illustrated and described with suggested specifications conforming to the recently revised National Electrical Code.
For more details circle #491 on mailing card.

• **Mills Movable Walls Catalog** is a 68 page book of detailed information on flexible interiors which provide "space control" by keeping space efficiently used and adaptable to changing requirements. The 68 page catalog is a practical workbook issued by The Mills Company, 976 Wayside Rd., Cleveland 10, Ohio, which contains descriptive information, photographs, detail drawings and construction details.
For more details circle #492 on mailing card.

• The story of the use of motion pictures for training is told in a booklet on **"Repetitive Impact"** issued by Seminar Films, Inc., 347 Madison Ave., New York 17. Described is the system of lesson-length loop-films which repeat a lesson continuously until learned.
For more details circle #493 on mailing card.

• A basic new room-planning technic for science teaching has been developed by E. H. Sheldon Company, Muskegon, Mich., to provide economically the flexibility needed in these departments. The story of the new service is told in a brochure entitled **"Sheldon and the New Direction in Science Education."** It describes the Sheldon Total-Experience Science Laboratory designed to permit the teacher freedom to guide class and individual student progress to the greatest individual advantage. The brochure offers floor plans for flexibility and efficiency in science teaching, gives a schedule of equipment for such a laboratory, discusses the problems and their suggested solutions and describes the newly developed Sheldon All-Purpose Science Table No. J-105-W. The brochure should prove invaluable to business managers, architects and instructors in planning new developments and modernization to increase the effectiveness of present facilities.
For more details circle #494 on mailing card.

• The complete line of P-K hot water storage heaters is pictured and described in the new 48 page **Catalog Number 18** issued by The Patterson-Kelley Co., Inc., 614 Warren St., East Stroudsburg, Pa. The catalog is printed in color and black and white and gives data on the various types of hot water heaters with full specifications and conversion tables. Piping diagrams are given for high and low pressure steam systems, and average water requirements of typical hot water fixtures in various types of buildings are listed.
For more details circle #495 on mailing card.

• The new Servisafe line of metal pole units designed to permit safe, efficient ground-level luminaire servicing is discussed in the new 32 page catalog, **"Thompson Servisafe Units for Pole and Wall Mounted Luminaires."** Released by Thompson Electric Company, 1128 Power Ave., Cleveland 14, Ohio, Catalog No. PB-53 covers four Servisafe models and a variety of adapters and accessories available for use with them.
For more details circle #496 on mailing card.

• How stone structures can be restored without damage to the face of the stone is discussed in an eight page folder, **"Maintenance and Restoration of Stone Structures,"** issued by Western Waterproofing Co., Inc., 1220 Syndicate Trust Bldg., St. Louis 1, Mo. How the Wet-Aggregate Cleaning Process is used is discussed and photographs of actual buildings and close-ups of stone facing illustrate the text.
For more details circle #497 on mailing card.

• A report of the Waxes and Floor Finishes Division, Chemical Specialties Manufacturers Association, Inc., on **"The Effect of the Use of Floor Wax on Vinyl Flooring"** has been published by the Association, 110 E. 42nd St., New York 17.
For more details circle #498 on mailing card.

• A new catalog covering the **Selec-Temp System for Individual Thermostatic Control of Temperature in Each Room** has just been released by Iron Fireman Manufacturing Co., 3170 West 106th St., Cleveland 11, Ohio. The catalog describes the system fully, covering operation of the units, how they are installed and the specifications of both the gas and oil-fired steam boilers.
For more details circle #499 on mailing card.

• **Stock Metal Building Products** available from Detroit Steel Products Co., 2250 E. Grand Blvd., Detroit 11, Mich., are pictured and described in a new catalog recently issued. The material covers Fenestra Windows, installation accessories for windows, outside-inside metal trimmed units, steel window wall units, sliding closet doors, hollow metal doors and other products.
For more details circle #500 on mailing card.

• The complete variety of stair treads and thresholds, and metal in which they are available, offered by Wooster Products, Inc., Wooster, Ohio, is covered in the 12 page **Catalog 54** recently released. Line drawings illustrate the descriptive text.
For more details circle #501 on mailing card.

Suppliers' News

H. J. Heinz Company, P. O. Box 57, Pittsburgh 30, Pa., announces the launching of a **five-year high school careers for youth program.** The nationwide education program is designed to interest young people in all types of food service work. Training on the job and part-time employment are being encouraged to help young people find the opportunity to use their abilities and talents. A complete vocational counselling package will be made available for classroom work, and a Heinz scholarship program is being planned to help outstanding students receive professional training.

Sani - Mist Incorporated, 1724 Chestnut St., Philadelphia 2, Pa., announces that it is distributing the **Mirac-O-Lite Cold Cathode Lighting Fixtures** for the manufacturer in the Continental United States with the exception of Eastern Pennsylvania, Southern New Jersey, Maryland and Delaware where the equipment is distributed by the manufacturer. Mirac-O-Lite offers cold tube fluorescent lighting fixtures in many styles for schools, offices, colleges and other institutional use where rugged fixtures and high standards of lighting efficiency are important.

Shwayder Brothers, Inc., 4270 High St., Detroit 29, Mich., manufacturer of folding chairs for institutional use, announces the opening of a new warehouse and office building at **7301 N. Cicero Ave., Lincolnwood, Chicago.** Besides warehouse space, the building has a display room for the folding furniture lines.